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ABSTRACT

Follow-up surveys of 418 (32% response rate) Guam vocational and technical graduates and 90 of their employers (53% response rate) were conducted. Of the secondary graduates surveyed, 87% were employed full or part time, 13% were pursuing additional education, and 11% were in the military. The hourly wages of those employed full time in their fields averaged $6.55 (males) and $5.97 (females). One hundred percent of the apprenticeship (journeyworker) respondents were employed full time in their trade at a mean hourly wage of $13.92. Of the postsecondary degree and certificate graduates, 70% were employed full or part time. Males working full time in jobs related to their field averaged $12.67/hour, and their female counterparts averaged $6.03. Fifty-four percent of graduates of adult high school diploma programs were employed full time at a mean hourly rate of $6.45. A majority of employers gave the graduates ratings of "good" or "very good" in the areas of technical knowledge required for the job, work attitude, and work quality. The employers also considered vocational graduates better prepared than similar workers without specific vocational training. (Appended are the two survey instruments and initial and follow-up letters mailed to respondents. Forty-five tables are included.) (MN)

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GRADUATE
FOLLOW-UP
EMPLOYER
SURVEY

1990

CE 064 475

June, 1991
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1990
GRADUATE FOLLOW-UP AND EMPLOYER SURVEY

Prepared by:

Office of the President

State Agency for
Vocational and Adult Education

JUNE 1991

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FOREWORD

This report on the school year 1989-90 graduates of Guam Community College is a follow-up study mandated by the Carl Perkins Vocational Education Act of 1990, (Public Law 101-392) and the Guam Community College Act of 1977 (Public Law 14-77).

This survey provides educational administrators, teachers, and others concerned about vocational education with information that may be used to evaluate the effectiveness of vocational education and plan for program improvement. The 1990 study reflects that vocational graduates are prepared to meet the needs of business and industry as attested to by the excellent employer ratings received by GCC graduates. Competitive salaries and positive perceptions of training received, show that the quality of vocational training is adequately working toward the fulfillment of its goals.

Guam Community College would like to thank the graduates and employers who provided the data to complete this survey. Recognition and thanks are also given to college personnel for their support and cooperation.

John T. Cruz

JOHN T. CRUZ
President

1990 GRADUATE SURVEY

HIGHLIGHTS

1990 GRADUATE SURVEY HIGHLIGHTS

SECONDARY GRADUATES

Eighty-seven (87) percent of the Secondary Graduate respondents were employed full-time or part-time.

Thirteen (13) percent of the respondents were pursuing additional education enrolled as full-time or part-time students.

Eleven (11) percent of the respondents were in the different branches of the Military service.

The mean hourly wage for graduates employed full-time in fields related to their training was $6.55 for males and $5.97 for females. The mean hourly wage for males and females combined was $6.11. The secondary graduate on an average earned $1.86 per hour more than the minimum wage ($4.25) in 1990.

The majority (79 percent) of the employed Secondary respondents indicated that graduation from Guam Community College was an important factor in obtaining their current jobs.

Eighty-one (81) percent of Secondary graduate respondents were working for private industry, 3.4 percent were with the Government of Guam and 2.6 percent were employed with the Federal Government.

APPRENTICESHIP TRAINING GRADUATES

One Hundred (100) percent of the Apprenticship respondents (Journeyworkers) were employed full-time in their trade.

All respondents indicated positive perception of their training programs. The majority of respondents indicated that their training at Guam community College helped them in getting a job.

The mean hourly rate for traditional Apprenticeship graduate working full-time in jobs related to their training was $13.92. This rate was substaintially higher than the gross average hourly rate of $9.82 in the construction industry as indicated in the "Current Employment Report" Guam Department of Labor Bureau of Labor Statistics (March, 1991).

One Hundred (100) percent of the respondents were with private industry.

POSTSECONDARY GRADUATES

Seventy (70) percent of the Postsecondary DEGREE and CERTIFICATE graduate respondents were employed full-time or part-time.

Ninety-eight (98) percent of the 1990 Criminal Justice Academy completers were employed full-time in a field related to their training.

Of the Postsecondary graduate respondents, 3 percent were in the different branches of the Military service.

The mean hourly rate of the DEGREE and CERTIFICATE graduats working full-time in jobs related to their training was $9.94 ($12.67 for males, and $6.03 for females).

The mean hourly rate for Basic 30th Police Cycle Training C.J. Academy Postsecondary respondents was $12.26, and for the 12th Fire Cycle respondents, $11.35.

The majority of Postsecondary respondents expressed positive perceptions of their training programs.

Fourty-seven (47) percent of the Postsecondary DEGREE and CERTIFICATE graduate respondents were pursuing additional education (18 percent were enrolled as full-time students and 29 percent were enrolled as part-time students).

Of Postsecondary DEGREE and CERTIFICATE graduate respondents, 46 percent were employed full-time with the Government of Guam; followed by Private Industry (29 percent) and the Federal Government (17 percent); and four (4) percent self employed. Four (4) percent of the employed respondents were with full-time Military Service.

ADULT HIGH SCHOOL DIPLOMA GRADUATES

Fifty-four (54) percent of the respondents of the Adult High School Diploma graduates were employed full-time.

The mean hourly rate for Adult High School graduate respondents employed full-time $6.45. The Adult High School graduate on an average earned well above the minimum wage of $4.25 in 1990.

The majority of Adult High School program respondents gave positive ratings when asked to reflect on specific aspects of their edcuational experiences.

Fifty-three (53) percent of the Adult High School program respondents were continuing education on a full-time or part-time basis at institutions of higher learning.

Sixty (60) percent of Adult High School graduate respondents were working for Private Industry, 27 percent were employed with the Government of Guam, and 13 percent were with the Federal Government. None of the respondents were with the Military Service.

1990 EMPLOYER SURVEY

HIGHLIGHTS

1990 EMPLOYER SURVEY HIGHLIGHTS

- -- A majority of employers rated the graduates "Very Good" or "Good" on technical knowledge necessary for their job.
- -- Employer felt that the graduates had the proper work attitude.
- -- Graduates seemed to impress employers with the quality of work they performed.
- -- Employers also indicated vocational graduates were better prepared than other employees in the work group who had not received specific vocational training.
- -- On a rating scale of one to five, five being the highest, the graduates recieived ratings of "Very Good" and "Good" in areas of: (1) Technical Knowledge, (2) Work Attitude, and (3) Work Quality.

EMPLOYER RATINGS OF 1990 GRADUATES

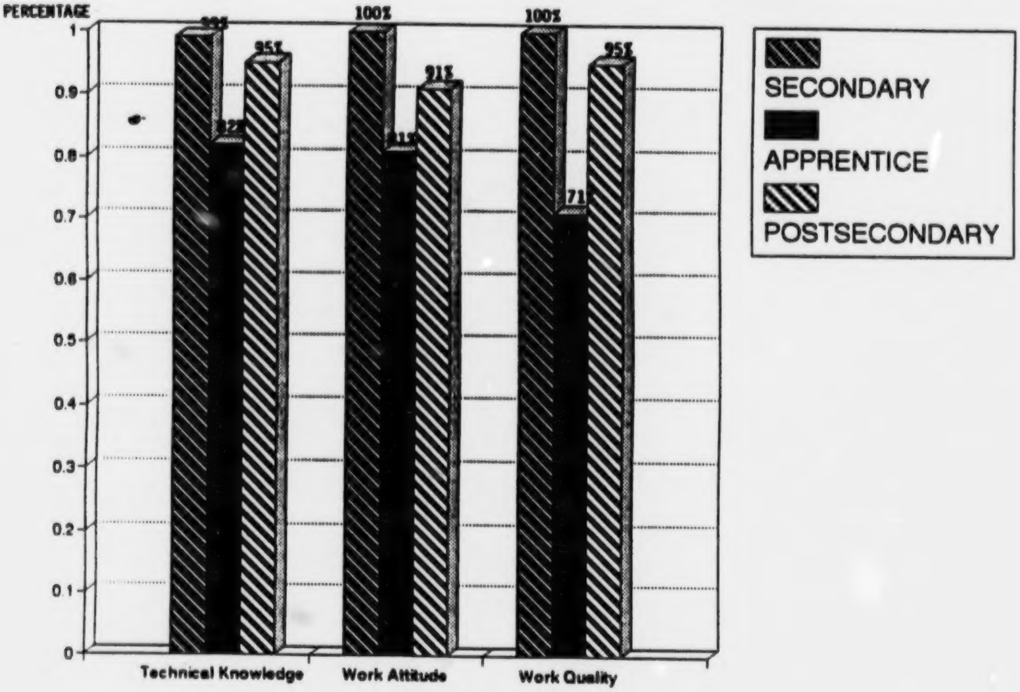

FIGURE 1. PERCENTAGE BASED ON RATINGS OF "GOOD" AND "VERY GOOD"

GUAM COMMUNITY COLLEGE

1990

GRADUATE FOLOW-UP

JUNE 1991

INTRODUCTION

A follow-up survey of vocational and technical graduates and employers of those graduates is conducted annually in compliance with both the Carl D. Perkins Vocational Education Act of 1990, Public Law 101-392, and the Guam Community College Act (GCCA) of 1977, Public Law 14-77.

Graduate follow-up data is important for: (1) program planning, (2) program improvement, and (3) program accountability.

The statistics in this report, with supporting tables and graphs present the findings of the survey of 1990 graduates in the areas of: (1) Secondary; (2) Apprenticeship-Journeyworker Training; (3) Postsecondary Vocational Programs; (4) Adult High School Diploma Programs; and (5) Police, Fire, and Corrections Academy Graduates.

OBJECTIVES OF THE STUDY

Long-Term Objectives of this study are:

1. To determine the adequacy of goals and objectives of instructional programs in which former students were enrolled; and
2. To determine means by which instructional programs can better meet the needs of students as indicated in their perceptions of the curricula and programs.

Short-Term Objectives are:

1. To identify the job held by the vocational graduate and to determine if such employment was related to the individual's vocational training;
2. To identify the starting salaries and the patterns of earnings of the vocational graduate; and
3. To gather information indicating the effectiveness of student preparation for employment.

METHODS AND PROCEDURES

The survey instrument used in this year's follow-up survey was basically the same as those used in previous surveys. Only minor modifications and improvements in layout have been made since the instrument was developed, pilot tested and reviewed for validity and reliability.

Survey forms were mailed to graduates during the second week of January. A cover letter from the President of the College, along with a self-addressed stamped envelope were sent with the survey questionnaire (Appendix A). A follow-up mailing was sent out in February to graduates who did not respond or who had not received their first notice. Follow-up by telephone was done two weeks after sending out the second mailing for those students whose telephone numbers were available. In some cases, survey questionnaires were filled out through responses of graduates by phone. The first mailing yielded about a 32% return rate.

Faculty members were contacted to seek assistance in locating 1990 Graduates. As a result, places of employment were contacted.

Village Commissioners were used as contact persons to locate former students whose addresses had changed. Some survey instruments were hand delivered to persons whose mail could not be delivered by the postal service.

Information pertaining to graduates of the Apprenticeship Training Program was obtained from Employment Development Workers (EDWs) of the Guam Community College Apprenticeship Division.

Letters from the President requesting information on Guam Community College graduates who had been recruited into military service were hand delivered to the officers in charge of recruiting stations for the five branches of the U.S. Armed Forces.

Information pertaining to Cooperative Education (C.E.) trainees was provided by the C.E. Coordinator at Guam Community College Placement Center.

Information pertaining to Police and Fire Cycle graduates was provided by the Criminal Justice Academy, Guam Community College. Further follow-up on these same graduates was channeled to the Guam Police and Fire Departments.

The Guam Community College Registrar's Office provided information on secondary and post-secondary graduates.

GENERAL CHARACTERISTICS OF GRADUATES

A total of 418 graduates were surveyed. Two hundred twelve (212) received High School diplomas; 21 Apprentices received Journeyworker Certificates; 2 A.A. Degrees; 31 A.S. Degrees; 21 Vocational Certificates; 22 Police Cycle Certificates, 28 Fire Cycle Certificates, 27 Corrections Cycle Certificates; and 54 received Adult High School Diplomas. TABLE I indicates the distribution of the graduates by sex and vocational education program.

The Criminal Justice Academy conducted the 30th Police, the 12th Fire, and the 2nd Corrections Cycles in 1990.

Twenty-one (21) graduates from the Apprenticeship Training Program received their Journeyworker Certificates in thirteen occupational areas. Apprentice Program Graduates of 1990, completed the following program areas. Three (3) in Air Conditioning/Refrigeration; one (1) in Architectural Drafting; one (1) in Automotive Mechanic (Heavy Duty Equipment); one (1) in Automotive Machinist; one (1) in Autobody Repair; one (1) in Carpentry; three (3) Cement Masonry; four (4) in Electrician (Wire Installer); two (2) in Housekeeping; one (1) in Ironworker (Reinforcing); one (1) in Operating Engineer; one (1) in Painter; one (1) in Plumbing.

The Postsecondary Program awarded 33 Associate Degrees, and 21 Certificates. Two (2) students received Associate of Arts Degrees in Office Administration (one with emphasis in Clerical Studies and one in Secretarial Studies); 31 students received Associate of Science Degrees, two (2) in Administration of Criminal Justice; eight (8) in Computer Science; five (5) in Electronic Engineering Technology; five (5) in Fire Service Administration; two (2) in Industrial Security Administration; five (5) in Law Enforcement Administration; two (2) in Retailing and Marketing; and one (1) in Supervision and Management.

Two hundred twelve (212) Secondary students were awarded High School Diplomas with specialization in 17 vocational education programs. Vocational High School graduates completed a planned sequence of activities designed to meet the High School Diploma requirements and an occupational objective which purports to teach entry-level skills.

It is noted that seven (7) Special Education students participated in the Autobody Repair, Automotive Mechanics, Cosmetology, Distributive Education and Welding trade areas under the Cooperative Education Program.

Efforts to overcome sex stereo-typing in vocational education are being observed and compared. In 1990 34% of the total graduates were female, 17% in 1989, 37% in 1988, 35% in 1987, 38% in 1986, 40% in 1985, 42% in 1984, 32% in 1983; 33% in 1982; and 41% in 1981.

In looking at program areas separately, Secondary graduates from the Guam Community College have made some breakthrough from gender stereo-typed occupations which have been traditionally held by males/females. Reference to TABLE 1 shows that more females than males acquired training in Accounting, Clerical, Cosmetology, and Distributive Education. In 1989 four males were in the Distributive Education Program and 1 male was in the Clerical Program. There is some increase in female enrollment in program areas that have traditionally had all male graduates. TABLE 1 indicates there were 13 females and 6 males in Computer Science, more females than males in Graphic Arts, 2 males in Business Office Occupations and four females in Technical Electronics of the 1990 graduates. Graphic Arts had 7 female graduates and 3 in Technical Electronics in 1989. In 1988, Air Conditioning/Refrigeration had 2 female graduates, one female was in Drafting, 3 in Food Service, 9 in Graphic Arts and 4 in Technical Electronics.

In looking at the Apprenticeship Training completers for 1990, males remained in traditional program areas with the exception of one female graduate in the Heavy Equipment Mechanic Program. In 1989, males and females remained in traditional program areas. Electrician (Wire Installer) had one female graduate in 1989. In comparison to the previous year, (1988) females received Journeyworker Certificates in traditional role occupations of Baker (1) and Housekeeper (3). Apprentice Program completers of 1990, had one female in a traditionally male field (Heavy Equipment Mechanic), and two females completed the Housekeeping program. In 1990.

Postsecondary 1990 completers in non-traditional male/female areas were: Computer Science (3 female); Administration of Criminal Justice (1 female); Law Enforcement Administration (1 female); and Information Certificate (1 male). In 1989, there were four (4) female completers under Criminal Justice. Comparison is made to the previous year (1988) where one female received an Associate Degree or Certificate in Criminal Justice, one female graduated under Law Enforcement Administration, two in Hotel Operations, two in Retailing & Marketing and one in Carpentry. Two females graduated under the 28th Basic Police Cycle in 1988.

TABLE 1

DISTRIBUTION OF GRADUATES BY REGULAR PROGRAM AND SEX
SCHOOL YEAR 1989-1990

INSTRUCTION DIVISION/PROGRAM	NO. OF GRADUATE BY SEX MALE	FEMALE	TOTAL
VOCATIONAL HIGH SCHOOL			
Accounting	0	12	12
Air Cond./Refrigeration	4	0	4
Autobody Repair	34	0	34
Automotive Mechanics	16	0	16
Building Construction	14	0	14
Clerical	0	20	20
Computer Science	6	13	19
Cosmetology	0	6	6
Distributive Education	1	25	26
Drafting	5	0	5
Food Services	1	3	4
Graphic Arts	3	10	13
Hospital & Tourism	1	1	2
Office Business Occupations	2	3	5
Technical Electronics	18	4	22
Upholstery	1	0	1
Welding	9	0	9
TOTAL (VOCATIONAL HIGH SCHOOL)	115	97	212
APPRENTICESHIP TRAINING			
Air Conditioning/Refrigeration	3	0	3
Architectural Drafter	1	0	1
Heavy Equipment Mechanic (HDE)	1	0	1
Automotive Machinist	1	0	1
Autobody Repair	1	0	1
Carpentry	1	0	1
Masonry	3	0	3
Electrician (Wire Installer)	4	0	4
Housekeeper	0	2	2
Ironworker (Reinforcing)	1	0	1
Operating Engineer	1	0	1
Painter	1	0	1
Plumber	1	0	1
TOTAL (APPRENTICESHIP)	19	2	21

TABLE 1 (CONTINUED)

DISTRIBUTION OF GRADUATES BY REGULAR PROGRAM AND SEX
SCHOOL YEAR 1989-1990

INSTRUCTIONAL DIVISION/PROGRAM	NO. OF GRADUATE BY SEX MALE	 FEMALE	 TOTAL
POSTSECONDARY VOCATIONAL TECHNICAL			
Associate of Arts Degree			
Secretarial Studies	0	1	1
Clerical Studies	0	1	1
Associate of Science			
Administration of Criminal Justice	2	1	3
Computer Science	5	3	8
Electronic Engineering Technology	5	0	5
Fire Service Administration	5	0	5
Industrial Security Administration	2	0	2
Law Enforcement Administration	4	1	5
Retailing and Marketing	0	2	2
Supervision and Management	0	1	1
TOTAL (ASSOCIATE DEGREES)	23	10	33

TABLE 1 (CONTINUED)

DISTRIBUTION OF GRADUATES BY REGULAR PROGRAM AND SEX
SCHOOL YEAR 1989-1990

INSTRUCTIONAL DIVISION/PROGRAM	NO. OF GRADUATE BY SEX MALE	FEMALE	TOTAL
POSTSECONDARY VOCATIONAL TECHNICAL			
Certificates			
Clerical Studies	0	1	1
Accounting Clerk	0	2	2
Air Conditioning/Refrigeration	1	0	1
Automotive Technology-Automobile	1	0	1
Automotive Technology-Truck	1	0	1
Carpentry	3	0	3
Child Care	1	1	2
Computer Science	1	0	1
Construction Drafting	1	0	1
Construction Electricity	1	0	1
Information Systems	2	5	7
TOTAL (CERTIFICATES)	12	9	21
Criminal Justice Academy			
30th Police Cycle	22	0	22
12th Fire Cycle	28	0	28
2nd Corrections Cycle	22	5	27
TOTAL (C.J. ACADEMY)	72	5	77
ADULT HIGH SCHOOL			
TOTAL Adult High School Diploma	35	19	54
TOTAL (ALL PROGRAMS)	276	142	418
Percent of Total	66%	34%	100%

FINDINGS

1990 SECONDARY GRADUATES

General Characteristics of Respondents

This report includes data from 134 respondents of the 212 members of the graduating class of 1990. The rate of response was 63 percent. Of the respondents, 73 (54%) were male, and 61 (46%) were female. Eighty-six (86) percent of the respondents were Chamorro, (44 percent male, 42 percent female) 7 percent were Filipino (6 percent male, 1 percent female); 4 percent White non-Hispanic (2 percent male, 2 percent female), and 2 percent Japanese (1 percent male, 1 percent female, and 1 percent Vietnamese (male).

General Requirements for Secondary (VHS) Graduates

The Vocational High School (VHS) Program of Guam Community College is designed to provide students with job entry occupational skills while earning a high school diploma; the VHS Program is a 3-Year Program.

Students enter their vocational training during their sophomore year and generally remain in their selected shop area for the duration of their vocational-technical training (i.e., Computer Science).

Present Activities of Respondents

Eighty-seven (87) percent of the respondents were employed. As TABLE 2 indicates, of the respondents, 84.5 percent were employed full-time, and 2.5 percent were working part-time.

Eleven (11) percent of the respondents were in the different branches of the Military Service.

Thirteen (13) percent of the respondents were pursuing additional education. Of those respondents pursuing additional education, 8.5 percent were full-time students, and 4.5 percent were pursuing additional education as part-time students, as shown in TABLE 2.

Employment Sector

The graduates sought and found employment in different sectors of the economy. TABLE 3 contains the number and percentages of graduates by place of employment for respondents employed full-time and part-time. More than eighty-five (85) percent of all respondents were gainfully employed.

The private sector provided more jobs for the respondents than any other category. Eighty-one (81) percent of the employed respondents were in private industry.

The different branches of the military account for the employment of 13% percent of the respondents who were working either full-time or part-time.

The Government of Guam employed 3.4 percent and Federal Government employed 2.6 percent of the respondents.

Employment Patterns

The identification of employment was accomplished by examining employment data, earnings, and related variables associated with vocational training for graduates of vocational programs.

Four and one-half (4.5) percent of the respondents attending college either on a full-time or part-time basis were also employed.

TABLE 4 presents a distribution of respondents by employment and by instructional program.

Job Relatedness

Data were collected to determine whether vocational graduates were employed in the occupations for which they were trained. The graduates were asked to indicate if they were employed: (1) in the occupations directly or closely related to their field of vocational training, or (2) in occupations which were remotely related to their training, or (3) in occupations which were not related at all to their training. They were also asked to indicate their position title and briefly describe their duties and responsibilities.

Earnings for Secondary Graduates

The hourly wage for secondary education completers employed full-time in their field of training averaged $6.55 for males and $5.97 for females, or an average of $6.11 for both groups. Compared to the minimum wage of $4.25 in 1990, the secondary graduate, on an average earned $1.86 per hour more than the minimum wage. It is noted that Guam's minimum wage was $3.35 per hour until April 1, 1990, when local law mandated minimum wage to be $3.80 for Guam. However, as mandated by Federal and local law, Guam's minimum wage was increased to $4.25, effective March 1, 1990 (Source: Guam Department of Labor Statistics).

Of those respondents working full-time in a related field, Technical Electronics reported the highest hourly wage ($7.75) with Computer Science and Automotive Mechanics next ($7.50).

Comparisons of earnings were made between those vocational graduates who were employed in jobs related to their training and those who were employed in non-related positions.

TABLE 5 reports a comparison of the mean salaries earned by graduates in related and non-related jobs. The average salaries of graduates employed full-time in related areas for both males and females was $6.11 as compared to $6.50 for those employed in non-related jobs. It is noted, however, that of the thirteen (13) respondents employed in fields not related to their vocational training, only two of the respondents indicated their hourly wage.

Job Preparation

The respondents consistently indicated general satisfaction with their school experience. Part C, Question Number 11 asked: Would you say your training at Guam Community College helped you in getting a job? The majority (79 percent) of the respondents felt that graduation from the Guam Community College was an important factor in obtaining their current jobs.

The general satisfaction was also apparent when considering the quality of training in specific areas of their respective vocational programs (TABLE 6). Positive ratings given by graduates were reflected in all aspects of their educational experiences. The three items identified as most helpful to respondents were: (1) Communication skills (reading and writing) (2) Getting along with co-workers, and (3) Planning and Organizing (work and time).

Cross tabulation of instructional programs and general rating of vocational education experiences revealed that the majority of respondents believed they were well prepared for current occupations (TABLE 7).

Job satisfaction

Item 12 on the follow-up questionnaire asked graduates to state whether they were satisfied with their present jobs. Of those who responded to this question, 81 percent gave positive responses.

TABLE 2

PRESENT ACTIVITIES OF RESPONDENTS 1990 SECONDARY GRADUATES

	FULL-TIME STUDENT		PART-TIME STUDENT		NOT IN SCHOOL		MILITARY SERVICE		TOTAL	
	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT
Working Full-Time	2	1.5%	3	2%	94	70%	15	11%	114	84.5%
Working Part-Time	0	--	1	1%	2	1.5%	--	--	3	2.5%
Not Working	9	7%	2	1.5%	6	4.5%	--	--	17	13%
Total	11	8.5%	6	4.5%	102	76%	15	11%	134	100%

TABLE 3

NUMBER AND PERCENTAGE OF SECONDARY EMPLOYED RESPONDENTS BY PLACE OF EMPLOYED

1990 GRADUATES

PLACE OF EMPLOYMENT	STUDENTS WORKING NUMBER	STUDENTS WORKING PERCENT
Family Business	0	--
Federal Government	3	2.6%
Government of Guam	4	3.4%
Military Service	15	13%
Private Industry	95	81%
TOTAL	117	100%

Continuing Education

As shown in TABLE 2, 17 (13 percent) of the secondary respondents reported they were continuing education either on a full-time or part-time basis. This percentage does not include those attending school as part of their Military training. It does indicate, however, a significantly high number of students pursuing their education at the postsecondary level.

Of the 17 who were continuing education, 1 (1 percent) was working part-time and 5 (3.5 percent) were working full-time while attending classes at an accredited college or university.

Respondents continuing education were enrolled at the Guam Community College, University of Guam, and off-island educational institutions (in Hawaii or the Mainland).

Unemployment

As shown in TABLE 4, 3.7 percent of the respondents were unemployed. This rate is below the 13.7 percent unemployment rate attributed to that age group by the Bureau of Labor Statistics, Guam Department of Labor, March, 1991.

Cooperative Education

The graduates were asked if they had participated in a Cooperative Education (CE) Training Program during their secondary vocational training at the Guam Community College, and if the CE experience helped them find a job. Of those who responded to this portion of the questionnaire, 68 percent answered "Yes." It is noted that a good number of the respondents failed to answer this portion of the questionnaire. About 34 percent of the respondents indicated that they did not participate in the Cooperative Education Program. Of the 73 Cooperative Education Program participants, 7 (10 percent) were "special needs" students under Distributive Education (1), Cosmetology, (1), Welding (1), Autobody Repair (2) and Automotive Mechanics (2), as shown in TABLE 8.

TABLE 4

VOCATIONAL PROGRAM SUMMARY FOR 1990 SECONDARY GRADUATES

				EMPLOYED IN A FIELD					
INSTRUCTIONAL PROGRAM	TOTAL COMPLETERS	TOTAL RESPONDENTS	MILITARY SERVICE FULL-TIME	RELATED TO TRAINING	NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UN-EMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOWN
ACCOUNTING	12	12	0	10	0	1	1	0	0
AIR CONDITIONING REFRIGERATION	4	1	0	1	0	0	0	0	3
AUTOMOTIVE MECHANICS	16	9	5	7	2	0	0	0	2
AUTOBODY REPAIR	34	17	1	10	5	0	2	0	16
BUILDING CONSTRUCTION	14	7	4	5	1	1	0	0	3
CLERICAL	20	15	0	12	0	1	1	1	5
COMPUTER SCIENCE	19	16	1	10	0	6	0	0	2
COSMETOLOGY	6	2	0	1	1	0	0	0	4
DISTRIBUTIVE EDUCATION	26	14	0	12	1	1	0	0	12

TABLE 4 (CONTINUED)

VOCATIONAL PROGRAM SUMMARY
FOR 1990
SECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COMPLETERS	TOTAL RESPONDENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD		PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UNEMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOWN
				RELATED TO TRAINING	NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION				
DRAFTING	5	4	1	4	0	0	0	0	0
FOOD SERVICE	4	3	0	2	1	0	0	0	1
GRAPHIC ARTS	13	8	0	5	2	0	1	0	5
HOSPITALITY & TOURISM	2	0	0	0	0	0	0	0	2
OFFICE BUSINESS OCCUPATIONS	5	2	0	2	0	0	0	0	3
TECHNICAL ELECTRONICS	22	5	2	5	0	0	0	0	15
UPHOLSTERY	1	1	0	1	0	0	0	0	0
WELDING	9	3	1	3	0	0	0	0	5
TOTAL	212	119	15	90	13	10	5	1	78

134 Total Responses = 63% Response Rate *
5 or 3.7% Unemployed of respondents
128 or 95.5% Placement Rate of respondents

TABLE 5

MEAN HOURLY SALARY OF 1990 SECONDARY GRADUATES BY INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM	FULL-TIME				PART-TIME			
	RELATED		NOT RELATED		RELATED		NOT RELATED	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
ACCOUNTING	--	$6.43(4)	--	--	--	$6.00(1)	--	--
AIR CONDITIONING REFRIGERATION	--	--	--	--	--	--	--	--
AUTOMOTIVE MECHANIC	$7.50(1)	--	--	--	--	--	--	--
AUTOBODY REPAIR	4.75(1)	--	--	--	--	--	--	--
BUILDING CONSTRUCTION	5.25(1)	--	--	--	--	--	--	--
BUSINESS OFFICE OCCUPATIONS	--	--	--	--	--	--	--	--
CLERICAL	--	6.46(4)	--	--	--	--	--	--
COMPUTER SCIENCE	$7.50(1)	6.18(2)	--	--	--	--	--	--
COSMETOLOGY	--	--	--	--	--	--	--	--
DISTRIBUTIVE EDUCATION	--	5.33(5)	--	--	--	--	--	--

TABLE 5 (Continued)

MEAN HOULY SALARY OF 1990 SECONDARY GRADUATES BY INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM	FULL-TIME				PART-TIME			
	RELATED		NOT RELATED		RELATED		NOT RELATED	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
DRAFTING	--	--	--	--	$7.00	--	--	--
FOOD SERVICES	--	--	--	--	--	--	--	--
GRAPHIC ARTS	--	$5.00(1)	--	--	--	--	--	--
TECHNICAL ELECTRONICS	$7.75(1)	--	--	--	--	--	--	--
UPHOLSTERY	--	--	--	--	--	--	--	--
WELDING	--	--	--	--	--	--	--	--
MEAN (ALL PROGRAMS)	$6.55(5)	$5.97(16)	--	--	$7.00(1)	$6.00(1)	--	--
MEAN (MALE & FEMALE)	$6.11(21)				$6.50(2)			

NOTE: Number in parenthesis indicates number of responses in each cell.

TABLE 6

1990 SECONDARY GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skill related to the job	--	23%	27%	50%	100%
2. Use of tools and equipment	10%	7%	31%	52%	100%
3. Use of safety devices and safety measures	--	28%	24%	48%	100%
4. Communication skills (reading and writing)	7%	3%	17%	73%	100%
5. Mathematics skills	7%	10%	33%	50%	100%
6. Planning and organizing work and time	--	14%	27%	59%	100%
7. Getting along with co-workers	--	13%	17%	70%	100%
8. Thinking through problems, making judgements and decisions	--	17%	33%	50%	100%
TOTAL	3%	14%	26%	57%	100%

TABLE 7

1990 SECONDARY GRADUATES' PERCEPTION OF SCHOOL EXPERIENCE APPLIED TO PRESENT ACTIVITY BY INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
Accounting	--	--	8%	92%	100%
Air Conditioning/ Refrigeration	--	--	--	--	--
Automotive Mechanic	--	12%	63%	25%	100%
Autobody Repair	--	13%	30%	57%	100%
Building Construction	--	--	--	100%	100%
Business Office Occupations	--	--	--	--	--
Clerical	--	2%	40%	58%	58%
Computer Science	--	8%	28%	64%	100%
Cosmetology	--	--	33%	67%	100%
Distributive Education	3	18%	28%	51%	100%
Drafting	12%	5%	50%	33%	100%
Food Services	--	38%	6%	56%	100%
Graphic Arts	5%	15%	40%	40%	100%
Technical Electronics	3%	19%	28%	50%	100%
Upholstery	--	--	25%	75%	100%
Welding	--	--	--	--	--
TOTAL	3%	14%	26%	57%	100%

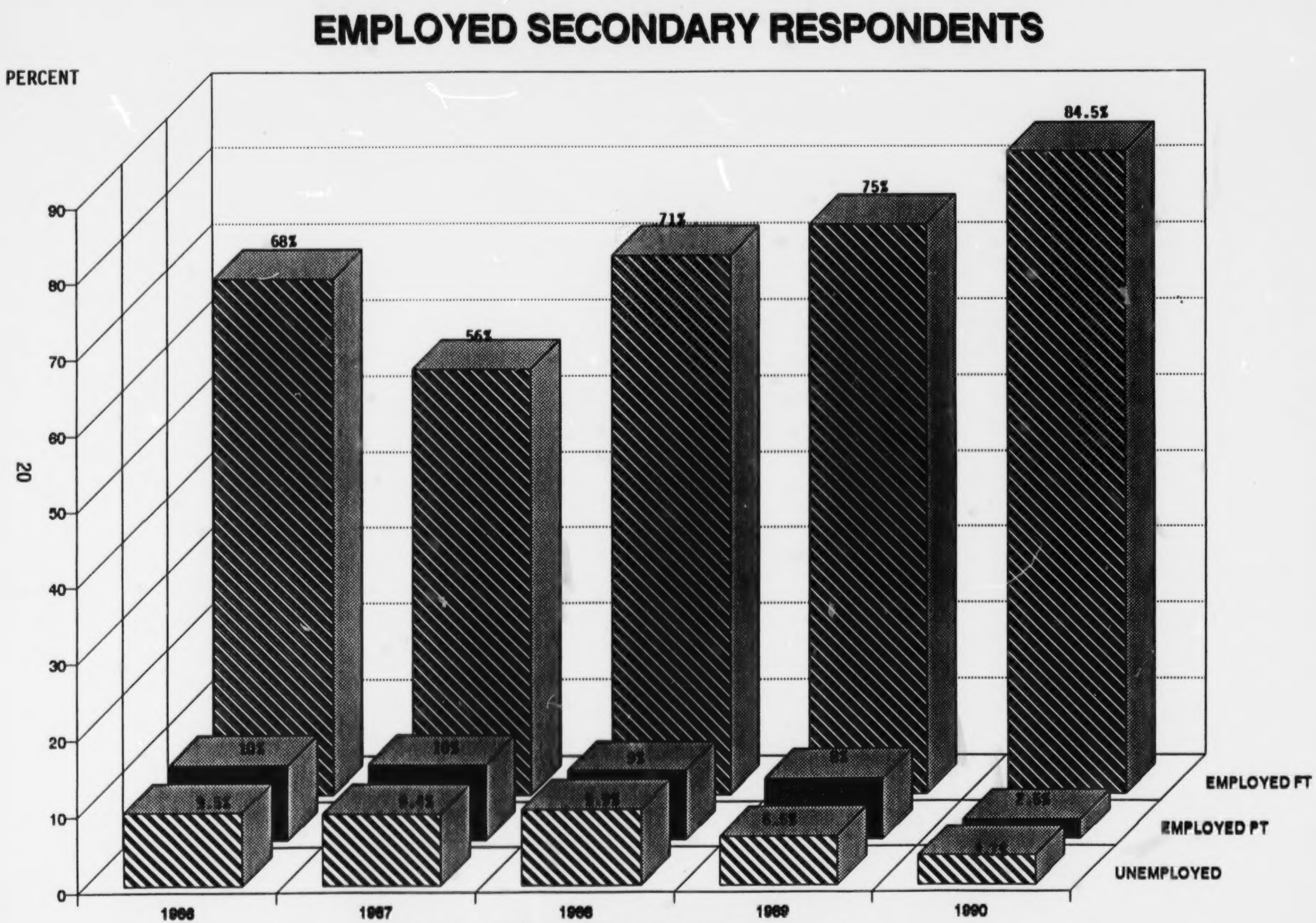

FIGURE 2. EMPLOYED-UNEMPLOYED

SECONDARY GRADUATE RESPONDENTS

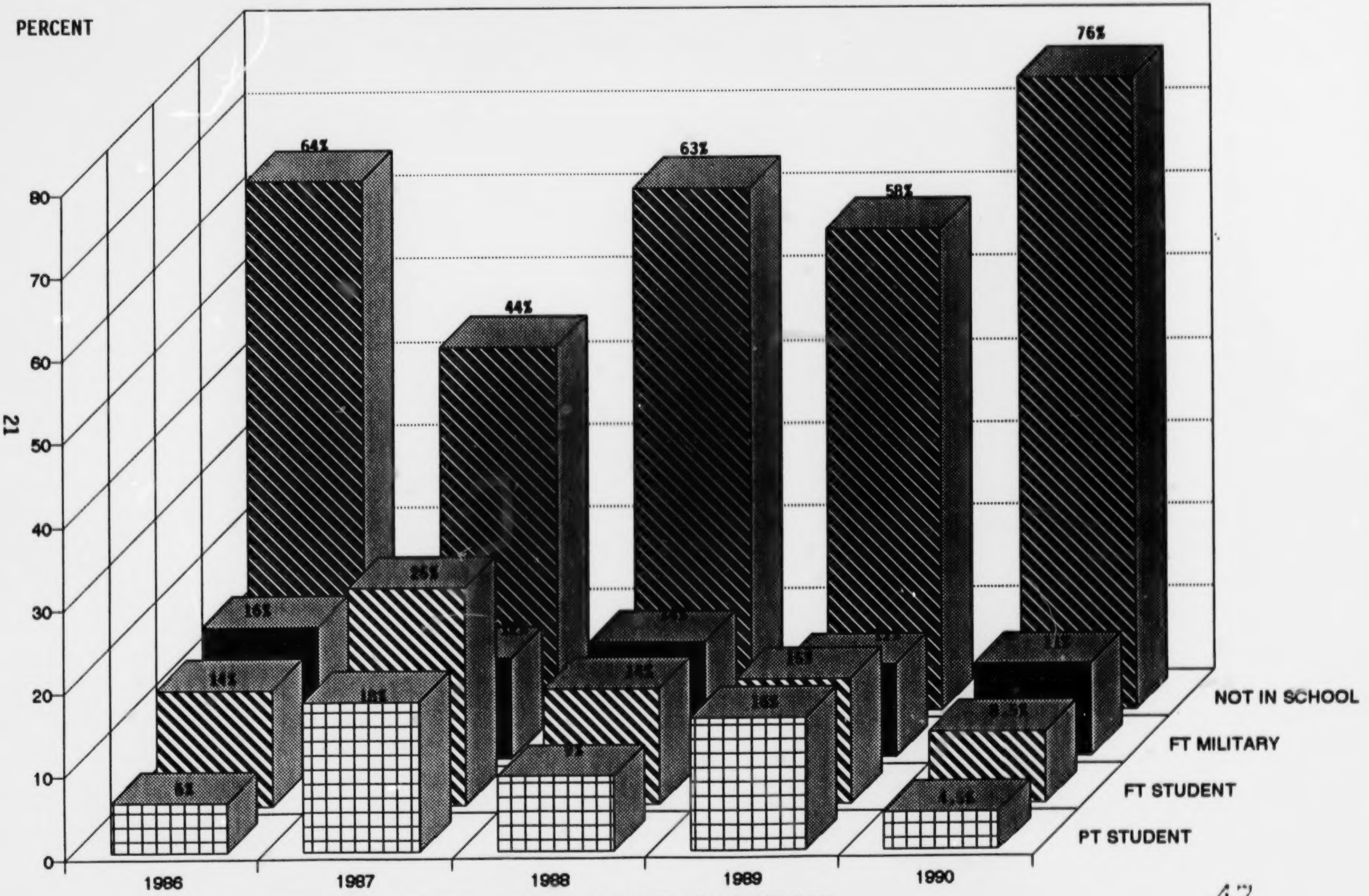

FIGURE 3. STUDENT STATUS/MILITARY SERVICE

TABLE 8

COOPERATIVE EDUCATION PROGRAM PARTICIPANTS
SCHOOL YEAR 1989-90, SECONDARY LEVEL

INSTRUCTIONAL PROGRAM	NUMBER OF STUDENTS
Accounting	11
Air Conditioning/Refrigeration	1
Automotive Mechanic (2 Special Needs)	8
Autobody Repair (2 Special Needs)	10
Building Construction	5
Clerical	10
Computer Science	6
Cosmetology (1 Special Needs)	2
Distributive Education/Marketing (1 Special Needs)	6
Drafting	2
Food Service	1
Graphic Arts	5
Technical Electronics	4
Welding (1 Special Needs)	2
TOTAL	73

Of the above total number of Cooperative Education Students, seven (7) were mainstreamed into the Cooperative Education Program through the Special Needs Program.

COMMENTS AND RECOMMENDATIONS

The 1990 graduates were asked for comments and recommendations regarding their school or training at Guam Community College. The following responses were given by students under the various Vocational High School programs:

Accounting

GCC should include computer training on the AS400 program for accounting. I observed that it is used a lot in banks, Sterling Department Store, etc. I heard that GCC got it this year.

I miss GCC. In high school I had a good time.

GCC should have more activities for postsecondary students.

Offer more computer training.

I think you are doing a good job. Just keep it up.

Everything I do in my office, I learned in shop.

I think shop classes are excellent to prepare an individual for their future.

Additional activities should include using the computer more for accounting.

I had to have help to learn the accounting computer program. The program they use for accounting at this job is so different from the one we used in school.

My accounting teacher, Mrs. D., was really helpful because she made us use our heads and not memorize things. The teachers should show the students that memorizing isn't as important as knowing how to apply things with the job.

Construction Trades (Automotive Mechanics, Autobody Repair, Building Construction)

I would like to see more on basic electronics as it applies to Automotive Mechanics.

I recommend GCC to anyone interested in learning vocational skills that can help them make a living.

Shops should have more time than 2 periods. To avoid doing a rush job, I recommend 3 or 4 periods.

COMMENTS AND RECOMMENDATIONS (Continued)

I am interested in hospitality, speech or communication courses, air conditioning/refrigeration repair, TV Repair, small appliance repair, blueprint reading, advanced hands on training in building construction and the study of building codes.

I would appreciate it if you would please answer my response by sending a couple of fall semester schedules directed toward my present job. Thank you.

Clerical

Students need to learn how to cope (understand and get along) with different cultures. Different nationalities have different expectations.

I liked GCC because of the training. My present job is really fun and I'm glad for the training I got at GCC. It helped me think and taught me to be more serious about my job.

It would be good to have some nursing background.

Include additional accounting skills in the curriculum.

GCC offers very good training for fields out in the world.

Thank you for the training offered at GCC. It was very good.

What I do now at work is what I learned in the GCC shop. I owe it to the teacher's efforts.

I learned Word Perfect, but do not use it in my present job.

GCC should see about using the Mackintosh computer because, I had to learn it on my own when I got the job.

They should have taught shorthand, because when I was working they asked me if I knew shorthand.

Computer Science

Offer higher level math classes such as pre calculus.

The English Department should stress more formal research paper writing.

GCC is a good school. I enjoyed my three years attending GCC. The computer science program helped me with my computer class at the University of Guam.

COMMENTS AND RECOMMENDATIONS (Continued)

The training at GCC was good and it helped me a lot.

We should have had more exposure to use of other types of computers.

I loved GCC. It was OK!

The first two years included Introduction to Computer programming, Cobol and Basic. You need to train people in Lotus and Word Perfect. The first thing they asked me on my job was concerning my skills in Lotus and Word Perfect. This should be given to all GCC High School students.

Distributive Education

The program was fun.

In DE, the training included a lot of writing and dealing with numbers.

Emphasize training in math and English.

You have to find more ways for students to enjoy school and at the same time realize what training they are receiving.

I had fun and I liked it at GCC. I learned a lot.

I'm more than proud of my training.

I am so happy with my job. I'm thankful for taking Marketing/Distributive Education (MDE).

Others (Food Service, Graphic Arts, Technical Electronics)

I learned about safety in the food service field.

I was in graphic arts but would like to know more about bookkeeping typing, and accounting. I would rather be a secretary.

It would be better if the electronics had a little more shop time for hands-on training. I personally don't like the Heath Kit devices.

COMMENTS AND RECOMMENDATIONS (Continued)

In summary, seventeen (17) respondents gave very positive comments and/or recommendations concerning the training they received at Guam Community College. A good number stated specifically that their training helped them advance on the job or in their schooling.

Several students asked for additional courses using other types of computers. Additional courses were also recommended in the field of nursing, accounting, automotive basic electronics, shorthand, curriculum development and writing research papers.

One student recommended there be more activities for postsecondary students; three asked for higher level or honors courses (mostly in math and English); one student asked for interpersonal relations type courses, and a good number recommended more hands-on training in the shops.

A few students gave negative comments concerning skills they needed on the job which were different from what was taught in their shops such as use of Mackintosh, or they learned WordPerfect in class but used some other type of program on the job.

A number of respondents praised their teachers and gave them credit for the excellent training they received at GCC.

A FIVE - YEAR PERSPECTIVE

SECONDARY GRADUATES

1986 - 1990

The survey instrument used each year is essentially the same. Comparisons of the various items presented have been made in order to make a study of emerging trends. Some patterns have emerged in areas of students' perceptions of their training, unemployment, and continuing education as shown in FIGURE 2 and 3, and TABLES 9 and 10.

Trends between 1986 and 1990 can be seen in figures 2 and 3. Looking at Figure 2, in 1986 the number of employed respondents as 68 percent, with 10 percent employed part-time in 1987, 56 percent were employed full-time with part-time employment remaining stable at 10 percent. In 1988 71 percent of the respondents were employed full-time. In the survey of 1989 graduates, results showed that 75 percent of the respondents were employed full-time with 8 percent working part-time. In this year's survey of 1990 graduates results climbed to 84.5 percent for respondents employed full-time, with a low 2.5 percent were working part-time.

FIGURE 2 gives the unemployment rate of graduate respondents over a period of five years. In 1986, 1987 and 1988, the unemployment rate for graduate respondents remained at over 9 percent for three years and decreased to 6.5 percent in 1989. In 1990, a low 3.7 percent of the secondary respondents were unemployed. See FIGURE TABLE 4.

The number of respondents who joined the Military service was 16 percent in 1986, 12 percent in 1987, 14 percent in 1988, 11 percent in 1989 and 11 percent in 1990. FIGURE 3 gives graduate survey results from 1986 to 1990 on the percentage of respondents who were in full-time military service. Those in the Military service are counted in the category of employed full-time.

FIGURE 3 also compares graduate survey results from 1986-1990 on the educational status of respondents one year after completion of their vocational-technical programs. The number of respondents continuing their education fluctuated from 1986-1990. In 1986, the percentage of respondents enrolled in school either on a full-time or part-time basis was 20 percent and in 1987 jumped to 44 percent.

In 1988, the number of respondents who were full-time or part-time students decreased to 23 percent and in 1989 results indicated that 15 percent of respondents were enrolled as full-time students while 16 percent were part-time students or a total of 31 percent. The 1990 respondents indicated they were continuing education with 8.5 percent full-time students and 4.5 percent part-time or a total of 13 percent.

Salaries earned by respondents who were employed full-time in fields related to their vocational training (for males and females combined), from 1986 to 1990 are shown in TABLE 9. The mean average hourly rates were as follows: $5.74 in 1986, $4.21 in 1987 (a decrease of 27 percent), $5.49 in 1988, $5.58 in 1989, and $6.11 in 1990, (TABLE 9).

The quality and adequacy of their vocational programs were highly rated by the respondents (TABLE 10). Respondents perceived different aspects of their training as either "Helpful" or "Very Helpful" as shown in TABLE 10, for the graduates of 1986 through 1990.

TABLE 9

MEAN HOURLY SALARY OF SECONDARY GRADUATES WORKING FULL-TIME IN RELATED OCCUPATIONS BY PROGRAM
1986 - 1990

INSTRUCTIONAL PROGRAM	NO.	1986 MEAN HOURLY SALARY	NO.	1987 MEAN HOURLY SALARY	NO.	1988 MEAN HOURLY SALARY	NO.	1989 MEAN HOURLY SALARY	NO.	1990 MEAN HOURLY SALARY
Accounting	3	$3.92	-	--	2	$4.78	3	$5.36	4	$6.43
Air Conditioning/Refrig.	1	5.95	1	5.01	5	6.72	3	6.22	-	--
Automotive Mechanics	1	20.00	2	4.45	3	4.22	8	6.17	1	7.50
Autobody Repair	-	--	4	4.09	1	6.75	1	4.73	1	4.75
Building Construction	4	6.75	1	5.95	3	5.47	6	5.38	1	5.25
Bldg. Maint.	-	--	-	--	-	--	-	--	-	--
Business Office Occupations	-	--	-	--	-	--	1	4.53	-	--
Clerical	2	3.86	5	4.61	6	5.18	4	5.75	4	6.46
Computer Science	2	4.00	1	3.45	4	4.59	10	6.78	3	6.62
Cosmetology	-	--	-	--	-	--	-	--	-	--
Distribution Education	2	3.68	3	3.83	5	5.6	16	5.00	5	5.33

TABLE 9 (Continued)

MEAN HOURLY SALARY OF SECONDARY GRADUATES WORKING FULL-TIME IN RELATED OCCUPATIONS BY PROGRAM
1986 - 1990

INSTRUCTIONAL PROGRAM	NO.	1986 MEAN HOURLY SALARY	NO.	1987 MEAN HOURLY SALARY	NO.	1988 MEAN HOURLY SALARY	NO.	1989 MEAN HOURLY SALARY	NO.	1990 MEAN HOURLY SALARY
Drafting	2	$4.70	1	$3.35	2	$6.45	3	$4.67	1	$7.00
Electricity	-	--	-	--	-	--	-	--	-	--
Food Services	-	--	-	--	-	--	-	--	-	--
Graphic Arts	-	--	-	--	-	--	2	4.63	-	5.00
Grounds Maint.	-	--	-	--	-	--	-	--	-	--
Heavy Equipment	-	--	-	--	-	--	-	--	-	--
Radio & TV	-	--	-	--	-	--	-	--	-	--
Secretarial	3	4.30	-	--	-	--	-	--	-	--
Small Engine Repair	-	--	-	--	-	--	-	--	-	--
Technical Electronics	4	6.01	1	4.25	5	6.32	7	6.23	1	7.75
Upholstery	-	--	1	3.50	-	--	-	--	1	5.25
Welding	-	--	1	4.50	1	5.00	-	--	-	--
TOTAL	24	$5.74	24	$4.21	37	$5.49	54	$5.58	21	$6.11

TABLE 10

SECONDARY GRADUATES' PERCEPTION OF SCHOOL EXPERIENCE APPLIED TO PRESENT ACTIVITY 1986 THROUGH 1990

PERCENTAGE OF POSITIVE RATINGS 1/

		1986	1987	1988	1989	1990
1.	Skills related to the job	61%	67%	81%	76%	79%
2.	Use of tools and equipment	69%	77%	73%	74%	83%
3.	Use of safety devices and safety measures	90%	78%	68%	77%	72%
4.	Communication skills (reading and writing)	85%	85%	87%	93%	90%
5.	Mathematics skills	87%	79%	82%	87%	83%
6.	Planning and organizing work and time	96%	86%	85%	97%	86%
7.	Getting along with co-workers	98%	90%	84%	99%	97%
8.	Thinking through problems, making judgements and decisions	92%	88%	91%	98%	83%
	TOTAL	85%	81%	82%	88%	83%

1/ Ratings of "Helpful" and "Very Helpful" on a four-item scale

FINDINGS

1990 APPRENTICESHIP TRAINING GRADUATES

General Characteristics of Respondents

Twenty-one Apprentices received their Journeyman Certificates in thirteen trade areas; namely, Air Conditioning Refrigeration Mechanic (3), Architectural Drafter (1), Autobody Repair (1), Automotive Machinist (1), Automotive Mechanic (Heavy Duty Equipment) (1), Carpenter (1), Electrician (Wire Installer) (4), Housekeepers (2), Ironworker (1), Masonry (3), Operating Engineer (1), Painter (1), and Plumber (1). Of the Apprenticeship graduates, Eleven (11) were Chamorro (10 male 1 female); 9 Filipino (7 male, 2 Female); 1 white Non-Hispanic (male).

The overall rate of response was 81 percent.

General Requirements of the Journeyman Program

The earn a Journeyman Certificate, the apprenticeship trainee is required to complete a minimum of 144 classroom-related instructional hours annually, plus 2,000 - 8,000 hours of "practical" on-the-job training.

To be eligible for admission to the Apprenticeship Training Program, a person must meet the following requirements:

1. be a high school graduate or the equivalent thereof (GED) with basic knowledge of the apprenticeship trade selected, or
2. have successfully completed any pre-apprenticeship or military training program, CETA, Job Corps and/or WIN program, and
3. be at lease 17 years of age, and
4. be a U.S. Citizen or lawful permanent resident.

Present Activities of Respondents

Eighty-one (81) percent of the 1990 Apprentice graduates were found to be employed in fields related to their areas of training. The majority of the employed respondents were with private industry.

The graduate follow-up survey indicated the placement rate of respondents at 100 percent, (TABLE 11)

TABLE 11

VOCATIONAL PROGRAM PLACEMENT SUMMARY
FOR 1990
APPRENTICESHIP TRAINING GRADUATES

OCCUPATION	NO.OF GRADUATES	NO.OF RESPONDENTS	MILITARY SERVICE	EMPLOYED IN FIELD RELATED TO TRAINING		
				NO.	PERCENT	WAGE
Air Conditioning/ Refrigeration Mechanic	3	2	0	2	100%	$10.50
Architectural Drafter	1	1	0	1	100%	--
Automotive Mechanic (HDE)	1	1	0	1	100%	--
Automotive Mechinist	1	0	0	0	--	--
Autobody Repair	1	1	0	1	100%	30.00
Carpentry	1	1	0	1	100%	12.50
Cement Mason	3	3	0	3	100%	9.50
Electrician (Wire Installer)	4	3	0	3	100%	11.00
Housekeeper	2	2	0	2	100%	4.35
Ironworker (Reinforcing)	1	0	0	0	--	--
Operating Engineer	1	1	0	1	100%	10.00
Painter	1	1	0	1	100%	--
Plumber	1	1	0	1	100%	--
TOTAL	21	17	0	17	100%	$13.92

Note: Excluding Housekeeper (non-traditional apprenticeship construction trade area) the average wage for Construction and related trades for 1990 was $13.92.

Earnings of Apprenticeship Graduates

The mean hourly earnings of Apprenticeship graduates working full-time in jobs related to their training was $13.92. The highest hourly rate was $30.00 for Autobody Repair and the lowest average hourly rate was $4.35 for Housekeeping.

The mean hourly wage of $13.92 is substantially higher than the average hourly rate of $9.82 in the construction industry. 1/

Job Preparation

Completers of the Apprenticeship Program indicated positive perception of their training programs. One hundred percent of respondents indicated their training received at Guam Community College helped them in getting a job. Ninety-seven (97) percent of the respondents rated their experiences in the different aspects of vocational training as "Very Helpful" or "Helpful" to their current occupations.

As shown in TABLE 12, respondents garnered 100 percent ratings of "Helpful" and "Very Helpful" in the majority of areas when asked to rate their school experiences applied to their present activities.

Job Satisfaction

The majority of respondents expressed satisfaction with their field of work. In addition, 100 percent of the respondents indicated that they were satisfied with their current jobs.

Unemployment

None of the respondents in the survey of 1990 Apprenticeship Program completers were unemployed.

1/ CURRENT EMPLOYMENT REPORT, GUAM DEPARTMENT OF LABOR BUREAU OF LABOR STATISTICS (MARCH, 1991).

TABLE 12

1990 APPRENTICESHIP TRAINING GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	--	--	11%	89%	100%
2. Use of tools and equipment	--	--	33%	67%	100%
3. Use if safety devices and safety measures	--	--	33%	67%	100%
4. Communication skills (reading and writing)	--	11%	11%	78%	100%
5. Mathematics skills	--	--	44%	56%	100%
6. Planning and organizing work and time	--	--	33%	67%	100%
7. Getting along with others	--	--	22%	78%	100%
8. Thinking through problems, making judgements and decisions	--	10%	34%	56%	100%
TOTAL	--	3%	28%	69%	100%

COMMENTS AND RECOMMENDATIONS

Completers of the Apprenticeship and Training Program were asked to give comments and/or recommendtions regarding their vocational training. The following is a compilation of those comments and/or recommendations:

Numerous respondents gave positive comments about the hands-on training they received as part of the apprenticeship program. They also commended the teachers for motivating them to continue their studies in their chosen field of study.

Several students expressed the need to have computer training for all the trade areas.

More up-to-date technology particularly for automotive and refrigeration areas was recommended.

A number of graduates expressed interest in continuing their studies.

A FIVE YEAR PERSPECTIVE

APPRENTICESHIP TRAINING GRADUATES

1986 - 1990

The survey instrument used during the last five years has been relatively the same in order to allow comparison of a number of items. This comparison of data over a five-year period reveals that some patterns begin to emerge.

Salaries earned by the respondents who were employed full-time have increased over the past five years, with the highest average wages being earned by 1990 respondents. In 1990, the mean hourly rate was $13.92; in 1989 $10.68, in 1988, $8.63 in 1987, $9.14 and in 1986 $7.68. (TABLE 13).

The quality and adequacy of program offerings were highly rated by the respondents (TABLE 14). In 1986, 92 percent of the respondents perceived different aspects of their training as either "Helpful" or "Very Helpful." In 1987, 100 percent responded in this category. In 1988, 86 percent responded in areas of " Helpful" and "Very Helpful, " and in both in 1989, and 1990, 97 percent responded in these same areas when asked to rate their experiences applied to their present activity as shown in TABLE 14.

TABLE 13

MEAN HOURLY SALARY OF APPRENTICESHIP TRAINING GRADUATES WORKING FULL-TIME IN RELATED OCCUPATIONS BY PROGRAM 1986 - 1990

INSTRUCTIONAL PROGRAM	NO.	1986 MEAN HOURLY SALARY	NO.	1987 MEAN HOURLY SALARY	NO.	1988 MEAN HOURLY SALARY	NO.	1989 MEAN HOURLY SALARY	NO.	1990 MEAN HOURLY SALARY
Air Conditioning/Refrig.	-	--	3	10.25	-	--	-	--	2	10.50
Architectural Engineering Technology	-	--	-	--	-	--	-	--	-	--
Automotive Mechanic	2	7.58	2	9.36	-	--	-	--	-	--
Carpentry	-	--	-	--	-	--	-	--	1	30.00
Drafting	-	--	-	--	-	--	1	10.60	1	--
Electrician (Wire Installer)	-	--	1	9.90	1	9.55	2	10.60	3	11.00
Heavy Equipment Mechanic	-	--	1	9.00	-	--	2	10.50	-	--
Heavy Equipment operator	-	--	-	--	-	--	-	--	-	--
Housekeeper	-	--	-	--	3	4.63	1	7.50	2	4.35
Ironworker	-	--	1	8.60	-	--	-	--	-	--
Masonry	-	--	1	8.25	1	8.56	4	10.86	3	9.50
Pipefitter	-	--	-	--	-	--	-	--	-	--
Operating Engineer	-	--	-	--	-	--	-	--	1	10.00
Plumber	-	--	-	--	-	--	-	--	-	--
Welder	1	7.85	-	--	1	7.75	-	--	-	--
TOTAL	3	$7.67	9	$9.47	6	$8.62	10	$10.68	12	$13.9

TABLE 14

APPRENTICESHIP TRAINING GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY 1986 - 1990

PERCENTAGE OF POSITIVE RATINGS 1/

		1986	1987	1988	1989	1990
1.	Skills related to the job	100%	100%	83%	86%	100%
2.	Use of tools and equipment	100%	100%	75%	100%	100%
3.	Use of safety devices and safety measures	100%	100%	100%	100%	100%
4.	Communication skills (reading and writing)	100%	100%	75%	100%	89%
5.	Mathematics skills	33%	100%	75%	100%	75%
6.	Planning and organizing work and time	100%	100%	75%	100%	100%
7.	Getting along with others	100%	100%	100%	86%	100%
8.	Thinking through problems, making judgements and decisions	100%	100%	100%	100%	90%
	TOTAL	92%	100%	86%	97%	97%

1/ Ratings of "Helpful" and "Very Helpful" on a four-item scale.

FINDINGS

1990 POSTSECONDARY GRADUATES

General Characteristics of Respondents

Two (2) Associate of Arts Degrees, 31 Associate of Science Degrees, and 22 Certificates, were awarded in 1990. In addition, the Criminal Justice Academy had 77 graduates: 22 from the 30th Police Cycle 28 from the 12th Fire Cycle and 27 from the 2nd Correction Cycle.

Thirty-three (33) Associate Degrees issued in the following program areas: two 2 in Office Administration; 3 in Administration of Criminal Justice, 8 in Computer Science; 5 in Electronic Engineering Technology; 5 in Fire Service Administration; 2 in Industrial Security Administration, 5 in Law Enforcement Administration; 1 in Supervision and Management, and 2 in Retailing and Marketing.

Twenty-one (21) Certificates were issued in the following program areas: 2 in Accounting Clerk; 1 in Air Conditioning/Refrigeration; 2 in Automotive Technology, 3 in Carpentry, 2 in Child Care, 1 in Clerical Studies, 1 in Computer Science, 1 in Construction Drafting, 1 in Construction Electricity, and 7 in Information Processing.

There were 22 graduates from the 30th Basic Police Training Cycle, 28 from the 12 Fire Cycle, and 27 from the 2nd Correction Cycle under the Criminal Justice Academy.

The overall total for Postsecondary completers was 131 (33 Associate Degrees, 21 Certificates, and 77 Criminal Justice Academy completers.

The overall response rate for Postsecondary completers was 70 percent.

Of the 54 Certificate and Degree graduates surveyed, there were 34 respondents (63% percent). Of this number, 15 were Chamorro (9 male/6 female); 8 were Filipino (6 male/2 female); 7 White non-Hispanic (4 male/3 female); and 3 Other Asian (1 Japanese-female, 1 Korean-female, and 1 Chinese-male).

Of the 77 Criminal Justice Academy graduates surveyed, there were 58 respondents (75% percent). Of this number, 42 were Chamorro (39 male/3 female); 6 White non-Hispanic (male); 7 Filipino (6 male/1 female); and 3 Asian (male).

TABLE 15

PRESENT ACTIVITIES OF RESPONDENTS 1990 DEGREE & CERTIFICATE POSTSECONDARY GRADUATES

	FULL-TIME STUDENT		PART-TIME STUDENT		NOT IN SCHOOL		MILITARY SERVICE		TOTAL	
	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT
Working Full-Time	0	--	5	14%	14	41%	1	3%	20	58%
Working Part-Time	1	3%	1	3%	2	6%	0	--	4	12%
Not Working	5	15%	4	12%	1	3%	0	--	10	30%
Total	6	18%	10	29%	17	50%	1	3%	34	100%

TABLE 16

NUMBER AND PERCENTAGE OF DEGREE & CERTIFICATE POSTSECONDARY EMPLOYED RESPONDENTS BY PLACE OF EMPLOYED

1990 GRADUATES

PLACE OF EMPLOYMENT	STUDENT NUMBER	WORKING PERCENT
Family Business/self Employed	1	4%
Federal Government	4	17%
Government of Guam	11	46%
Military Service	1	4%
Private Industry	7	29%
Total	24	100%

General Requirements of the Postsecondary Program

To earn an Associate Degree, students must earn a minimum total of 60 credit hours. This must include a number of courses in the student's field and related general education courses.

To earn a Certificate, a student must complete from 27 to 40 semester hours depending on the program requirements for their particular area of study.

The police cycle is required to have a least 576 hours of entry-level training for all trainees undergoing the program. Those successfully completing the cycle earn 15 college credits.

Police Cycle graduates earn college credit based on a (1) credit hour per 40 clock hour of instruction received at the Police Academy. These credits may serve as a foundation for and Associate of Science Degree in Criminal Justice (i.e., Law Enforcement, Corrections Administration, or Administration of Criminal Justice, A.S. Degree). This credit change came about January 1, 1982.

Present Activities of Respondents (Certificate/Degree Programs)

As Table 15 indicates, 70 percent of the respondents were working. Of the Postsecondary respondents, 58 percent were employed full-time with an additional 12 percent working part-time.

Three (3) percent of the respondents were in the Military Services (TABLE 15).

Of the Postsecondary respondents, 47 percent were pursuing additional education with 18 percent enrolled as full-time students, and 29 percent enrolled as part-time students (TABLE 15).

Employment Sector

Postsecondary Certificate and Degree graduates were employed in different sectors of the economy. TABLE 16 contains the number and percentage of graduates by place of employment for respondents employed full-time and part-time. The Government of Guam provided more jobs for the respondents than any other category; 11 or 46 percent of the employed respondents were working for the Government of Guam. Private Industry employed 7 or 29 percent; and the Federal Government employed 4 or 17 percent. One (1) of the respondents (4 percent) was self-employed, and 1 or 4 percent of the respondents served in the Military Service full-time.

Of the 30th Police Cycle graduates, 95 percent of the respondents indicated they were employed in occupations related to their training (TABLE 17).

Of the 30th Basic Police Cycle graduate, 20 or 95 percent of the respondents were employed with the Government of Guam, in the divisions or precincts of the Guam Police Department. One (1) was a full-time student at the University of Guam, (not in the labor force). Of the Fire Cycle and Corrections Cycle graduates, the majority were employed in occupations related to their training.

TABLE 18 presents a distribution of respondents by employment and by instructional program for Postsecondary graduates.

Employment Patterns

The identification of employment was accomplished by examining employment data, earnings, and related variables associated with vocational training for graduates of Postsecondary vocational programs.

Job Relatedness

Data were collected to determined whether vocational graduates were being employed in the occupations for which they were trained. The graduates were asked to indicate whether they were employed in: (1) occupations directly or closely related to their field of vocational training or (2) occupations which were remotely related to their field of training, or (3) occupations that were not related at all to their field of training. They were asked also to indicate the title of their position and to briefly describe their duties and responsibilities.

Earnings of Postsecondary Graduates

The hourly salaries for Associate Degree graduates at the Postsecondary level for those who were employed full-time in their field of training, averaged $13.06. Certificate Graduates earned an average of $11.18 for males and $6.03 for females (TABLE 17).

Of this group, Computer Science reported the highest average hourly wage ($14.67), followed by Construction Drafting ($14.60), and Electronic Engineering Technology ($13.17).

The Police Academy consisted of 22 graduates from the 30th Basic Police Cycle. The Police Cycle respondents had an average hourly wage of $12.26 (TABLE 17).

TABLE 17

VOCATIONAL PROGRAM SUMMARY
FOR 1990
POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING			
			NUMBER	PERCENT	MEAN HOURLY WAGE	
					MALE	FEMALE
ASSOCIATE OF ARTS, OFFICE ADMINISTRATION with emphasis in:						
Clerical Studies	1	0	0	---	---	---
Secretarial Administration	1	0	0	---	---	---
ASSOCIATE OF SCIENCE:						
Administration of Criminal Justice	3	2	1	---	---	---
Computer Science	8	6	4	67%	14.67(4)	---
Electronic Engineering Technology	5	3	3	100%	13.17(2)	---
Fire Service Administration	5	5	5	100%	8.70(1)	---
Industrial Security Administration*	2	1	1	100%	10.80(1)	---
Law Enforcement Administration	5	3	2	67%	---	---

TABLE 17 (Continued)
1990 POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING			
			NUMBER	PERCENT	MEAN HOURLY WAGE MALE	MEAN HOURLY WAGE FEMALE
ASSOCIATE DEGREES:						
Retailing and Marketing	2	1	1	100%	---	---
Supervision and Management	1	1	1	100%	---	---
Total (ASSOC. DEGREES)	33	22	18	82%	$13.06(8)	---
Total Assoc. Degree (Males/Females Combined)					$13.06(8)	
CERTIFICATES:						
Accounting Clerk	2	1	1	100%	---	$5.00(1)
Air Conditioning Refrigeration	1	0	0	---	---	---
Automotive Technology						
(Automobile)	1	0	0	---	---	---
(Truck)	1	0	0	---	---	---

TABLE 17 (Continued)
1990 SECONDARY GRADUATES

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING			
					MEAN HOURLY WAGE	
			NUMBER	PERCENT	MALE	FEMALE
CERTIFICATES:						
Carpentry	3	1	0	---	---	---
Child Care	2	1	1	100%	---	$9.35(1)
Clerical Studies	1	1	1	100%	---	7.50(1)
Computer Science	1	0	0	---	---	---
Construction Drafting	1	1	1	100%	$14.60(1)	---
Construction Electricity	1	1	1	100%	7.75(1)	---
Information Systems	7	6	4	67%	---	5.10(4)
Total (CERTIFICATES)	21	12	9	73%	$11.18(2)	$6.03(7)
Total Mean Hourly Wage (Males/Females Combined)					$7.18(9)	
TOTAL (CERTIFICATE & ASSOCIATE DEGREES)	54	34	27	79%	$12.67(10)	$6.03(7)
TOTAL (CERTIFICATE & ASSOCIATE DEGREES) Mean Hourly Wage (Males/Females Combined)					$9.94(17)	

TABLE 17 (Continued)
1990 Secondary Graduates

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING			
			NUMBER	PERCENT	MEAN HOURLY WAGE	
					MALE	FEMALE
CRIMINAL JUSTICE ACADEMY:						
30th Police Cycle	22	21	20	95%	$12.26	---
12th Fire Cycle	28	14	14	100%	11.35	---
2nd Corrections Cycle	27	23	23	100%	11.10	---
TOTAL (CJ ACADEMY)	77	58	57	98%		
TOTAL POSTSECONDARY	131	92	84	91%		

TABLE 18
EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
1990 POSTSECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COM-PLETERS	TOTAL RESPON-DENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD RELATED TO TRAINING	EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UN-EMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PUR-SUING ADDI-TIONAL EDUCA-TION	STATUS UNKNOW
ASSOCIATE OF ARTS, OFFICE ADMINISTRATION - with emphasis in:									
Clerical Studies	1	0	0	0	0	0	0	0	1
Secretarial Administration	1	0	0	0	0	0	0	0	1
ASSOCIATE OF SCIENCE									
Administration of Criminal Justice	3	2	0	1	0	1	0	0	1
Computer Science	8	6	0	4	0	2	0	0	2
Electronic Engineering Technology	5	3	0	3	0	0	0	0	2

TABLE 18
EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
1990 POSTSECONDARY GRADUATES

				EMPLOYED IN A FIELD					
INSTRUCTIONAL PROGRAM	TOTAL COMPLETERS	TOTAL RESPONDENTS	MILITARY SERVICE FULL-TIME	RELATED TO TRAINING	NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UN-EMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOWN
Fire Service Administration	5	5	0	5	0	0	0	0	0
Industrial Security Administration	2	1	1	1	0	0	0	0	0
Law Enforcement Administration	5	3	0	2	1	0	0	0	2
Retailing and Marketing	2	1	0	1	0	0	0	0	1
Supervision and Management	1	1	0	1	0	0	0	0	0
Total (ASSOC. DEGREES)	33	22	1	18	1	3	0	0	10
CERTIFICATES									
Accounting Clerk	2	1	0	1	0	0	0	0	1
Air Conditioning Refrigeration	1	0	0	0	0	0	0	0	1

TABLE 18
EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
1990 POSTSECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COMPLETERS	TOTAL RESPONDENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD		PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UN-EMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOWN
				RELATED TO TRAINING	NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION				
CERTIFICATES									
Automotive Technology									
(Automobile)	1	0	0	0	0	0	0	0	1
(Truck)	1	0	0	0	0	0	0	0	1
Carpentry	3	1	0	0	0	1	0	0	2
Child Care	2	1	0	1	0	0	0	0	1
Clerical Studies	1	1	0	1	0	0	0	0	0
Computer Science	1	0	0	0	0	0	0	0	1
Construction Drafting	1	1	0	1	0	0	0	0	0
Construction Electricity	1	1	0	1	0	0	0	0	0
Information Systems	7	6	0	4	0	1	0	1	1
TOTAL (CERTIFICATES)	21	12	0	9	0	2	0	1	9

TABLE 18
EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
1990 POSTSECONDARY GRADUATES

				EMPLOYED IN A FIELD					
INSTRUCTIONAL PROGRAM	TOTAL COMPLETERS	TOTAL RESPONDENTS	MILITARY SERVICE FULL-TIME	RELATED TO TRAINING	NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UNEMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOW
CRIMINAL JUSTICE ACADEMY									
30th Police Cycle	22	21	0	20	0	1	0	0	1
12th Fire Cycle	28	14	0	14	0	0	0	0	14
2nd Corrections Cycle	27	23	0	23	0	0	0	0	4
TOTAL (POLICE, FIRE & CORRECTIONS)	77	58	0	57	0	1	0	0	19
OVERALL TOTAL POSTSECONDARY	131	92	1	84	1	6	0	1	38

Postsecondary overall response rate: 70%

Postsecondary overall placement rate: 93%

Job Preparation

Part C, Question 11 of the survey questionnaire asked: "Would you say your training at Guam Community College helped you in getting a job?" Eighty (80) percent of the Postsecondary Certificate and Degree respondents gave positive responses to this question. Of the Criminal Justice Academy respondents, 100 percent Police Cycle and 95 percent of Fire Cycle completers said that their training did help them in getting a job.

TABLES 19, 20 and 21 show a breakdown of Postsecondary respondents' perceptions of their experiences as applied to their present activities.

Associate Degree and Certificate graduates indicated positive perceptions of their training programs (TABLE 19). They gave "Helpful" and "Very Helpful" ratings for the majority of areas, with highest ratings in areas of: "Communication skills (reading/writing) (94 percent), and "Getting along with Co-workers" (93% percent).

Graduates of the 30th Police Cycle gave positive responses when asked to give their perception of experiences applied to their present position (TABLE 20). Items identified as "Helpful" and "Very Helpful" received highest ratings in areas of "Skills related to the Job" (100 percent) and "Use of Safety Devices and Safety Measures (100 Percent).

The 12th Fire Cycle Graduates' perceptions of school experiences applied to their present activities are shown in TABLE 21. The majority of items were highly rated as "Helpful and "Very Helpful." A total of 88 percent gave ratings of Very Helpful when asked to rate their training.

Job Satisfaction

Item 12 of Part C on the survey instrument asked the graduates whether they were satisfied with their present job.

Of the Degree and Certificate respondents, 80 percent expressed satisfaction with their present positions. Of the Police Cycle respondents, 95 percent expressed satisfaction with their current positions and 100 percent of Fire Cycle graduates gave positive responses.

Continuing Education

An increase is seen in the number of Postsecondary Certificate and Degree graduates who were pursuing their education on a part-time or full-time basis. Of the Postsecondary Degree and Certificate graduate respondents 16 percent or 47 percent reported they were continuing education either on a full-time or part-time basis; 7 or 20 percent of these same respondents were also employed either full-time or part-time (TABLE 15).

Certificate and Degree graduate respondents continuing education were enrolled at the Guam Community College (47 percent), the University of Guam (33 percent), and at off-island institutions of higher learning (20 percent).

Unemployment

Respondents who indicated they were not in the labor force totaled only one (1) or 1 percent (TABLE 18). There was, however, a substantial increase in the number of respondents continuing education. The Bureau of Labor Statistics, Guam Department of Labor, indicated the unemployment rate for all workers as of March, 1991 at 3.1 percent.

TABLE 19

1990 ASSOCIATE DEGREES & CERTIFICATE GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skill related to the job	7%	20%	33%	40%	100%
2. Use of tools and equipment	6%	19%	19%	55%	100%
3. Use of safety devices and safety measures	21%	14%	29%	36%	100%
4. Communication skills (reading and writing)	--	6%	47%	47%	100%
5. Mathematics skills	6%	12%	50%	32%	100%
6. Planning and organizing work and time	--	13%	40%	47%	100%
7. Getting along with co-workers	--	7%	43%	50%	100%
8. Thinking through problems, making judgements and decisions	--	13%	40%	47%	100%
TOTAL	5%	13%	38%	44%	100%

TABLE 20

PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY, 1990 GRADUATES OF THE 30th POLICE TRAINING PROGRAM

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	--	--	30%	70%	100%
2. Use of tools and equipment	--	11%	42%	47%	100%
3. Use of safety devices and safety measures	--	--	45%	55%	100%
4. Communication skills (reading and writing)	--	10%	20%	70%	100%
5. Mathematics skills	11%	17%	39%	33%	100%
6. Planning and organizing work and time	--	5%	32%	63%	100%
7. Getting along with co-workers	--	5%	35%	60%	100%
8. Thinking through problems, making judgements and decisions	--	5%	35%	60%	100%
TOTAL	1%	6%	35%	58%	100%

TABLE 21

PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY, 1990 GRADUATES OF THE 12th FIRE CYCLE

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	--	--	--	100%	100%
2. Use of tools and equipment	--	--	--	100%	100%
3. Use of safety devices and safety measures	--	--	--	100%	100%
4. Communication skills (reading and writing)	--	--	--	100%	100%
5. Mathematics skills	--	--	50%	50%	100%
6. Planning and organizing work and time	--	--	50%	50%	100%
7. Getting along with co-workers	--	--	--	100%	100%
8. Thinking through problems, making judgements and decisions	--	--	--	100%	100%
TOTAL	--	--	12%	88%	100%

COMMENTS AND RECOMMENDATIONS

The 1990 Postsecondary Graduates were asked for comments and recommendations regarding their school or training received at Guam Community College. The following responses were given by graduates from various programs.

Vocational Certificates

It is recommended that toward the end of the semester, a survey be taken of courses students still need to plan for the next schedule.

I'm waiting for a course in structural design and hydraulics to be offered.

Offer additional courses on supervision.

The vocational certificate I earned at GCC helped me in looking for a better job.

When looking for a job, the hardest thing to me is "job experience."

I am very interested in attending any classes dealing with interior/exterior designing.

I would like to see more daytime (before 6 p.m.) classes.

Information Systems is a great program!

I plan to finish my associates degree in accounting.

It is recommended that Guam Community College continue helping people gain the necessary skills and education to obtain a job that pays well.

Offer some type of management class.

An official course description needs to be made for the Information Systems classes so that credits earned may be transferred to another school.

Associate Degrees

Offer more training in application type computer software, and operations training in personal computers (desk top).

I thought there was too much emphasis on programming.

Offer advanced courses in use of Personal Computers.

Give more emphasis on job-related training for computer science.

Computer hardware courses are needed. Everything these days is into hardware.

Although UOG and GCC are autonomous agencies, both schools should establish a matriculation standard for the ease of transferring college credits between the two institutions.

The computer science program should emphasize mathematics, otherwise the existing degree program title should be changed to "Associate of Science in Data Processing."

Offer more in-depth fire investigation classes.

UOG and GCC need to get together on transfer of credits. I was very disappointed to find out that UOG would only accept two(2) classes from GCC.

UOG will not accept any math from GCC. Very disappointing.

I would like to see classes incorporate training on interpersonal relations (example: being open to one another and communicating with good knowledge).

GCC provides excellent teachers who have the knowledge and teach the needed skills.

I think they should eliminate the self-study courses, especially in engineering courses. Students taking a self-study course are not enhanced to learn more. Instead they end up dropping the course too often.

Offer computer technology for engineers.

I really learned a lot from school which in turn helped me to progress in my present job.

I recommend that GCC open up more courses in the field of electronics and computer science.

Offer more hands-on training (example: troubleshooting equipment).

Electronic Engineering is a good program, however, I feel that a student would learn more if they had more projects and hands-on training.

Offer courses in the athletic field (example: coaching; soccer coaching).

30th Police Cycle

If the police officers would have been given some courses in the general education areas such as English, science and math it would be possible to receive a degree upon graduation.

The training I went through in the Police Academy was good and helped me be more disciplined. If also helped me have confidence to speak publicly and deal with the public.

Offer further courses in English, report writing, interpersonal relations and criminal law for police.

I recommend a lot more time and training on report writing.

Additional courses in English and math would be valuable.

I really did learn a lot from the Academy, but, in law enforcement report writing, there should be a lot more training on that particular area.

Offer more training in officer field problems. Mock incidents are needed as well as radar training.

The academy was lengthy. The future officers should be kept abreast of current Supreme Court rulings so they will not violate a suspect's rights. Recruits should be placed in a position so they will not be pressured.

Offer more training on practical operations.

The College should offer upgraded courses as a refresher for enhancement of active police officers or other law enforcement officers.

The curriculum was fair and informative.

Offer continued training in law enforcement.

The 30th Cycle was too long--nine months. I feel that six months would be sufficient for police training.

I would like to have had more on computers, the 911 system and on Federal Aviation Rules and Regulations.

The training was very helpful.

I would like to request more training on communication with the public and public services.

Include more detailed training on solving domestic problems as a law enforcement officer (peace officer).

30th Police Cycle (Continued)

There is a need to improve the police academy training staff and personnel. There should be more adjustments and understanding into the recruits' problems.

It is a shame that the University of Guam does not accept all credits earned while attending college at GCC.

Offer more public relations courses.

Offer more training on the laws of Guam and the U. S.

Offer more physical training and self-defense courses throughout the entire training period.

There should be more emphasis on report writing and practical training.

I evaluate the training program to be excellent.

Put more emphasis on mathematics.

The training was excellent.

Offer additional math classes.

Additional courses in grammar and report writing would be helpful.

I recommend the interpersonal relations courses and communications courses be improved.

The GCC curriculum helped me succeed in the work force.

12th Fire Cycle

Additional math would be good.

Offer some computer training.

I think 26 weeks at the Fire Academy is good. It might even be better if it were a little longer.

I recommend discipline be given high priority.

There needs to be a higher level of training for Emergency Medical Technicians. On Guam, EMT-A is the highest level one can achieve. Unlike the Mainland where they have EMT-P.

It would be good to seek legislation that would allow certification and training for EMT-Paramedic or EMT-Intermediate.

12th Fire Cycle (Continued)

It was good training. I would like to thank GCC for all the help. Also, I appreciate the helpfulness and kindness received from all the people at the Career Center. "I love you all! Keep up the outstanding work."

Offer courses in communications, public relations and EMT-I & P.

Through the courses I have taken, I have gained valuable knowledge that pertaining to my current occupation. Thank you GCC.

The training was very good.

Offer more on-the-job training.

I recommend more advanced training in the EMS or medical field and advanced fire science technology.

The training is basic for what we are currently doing in our field, although, all programs should be expanded to a more advanced stage for follow-up training either on- or off-island.

I would be interested in basic structural engineering.

There is a definite need to build specific training grounds for better on-hands and field training.

I would have benefitted from scuba diving and boat handling classes.

Offer a diving course.

There should be a wider variety of fire technology courses to include rescue training.

All courses were very well organized and instructors are very helpful.

Offer report writing covering all forms used in the Fire Department.

The school/training was good.

I was satisfied with the training and all the courses included in the curriculum.

Offer more courses in the EMS field.

FINDINGS

ADULT HIGH SCHOOL DIPLOMA GRADUATES

General Characteristics, Adult High School Graduates

There were 31 Adult H. S. diploma graduates surveyed in 1982. The number soared to 67 in school year 1982-83, and there were 59 in 1984, 46 in 1985, 62 in 1986, 72 in 1987, 63 in 1988 and 61 in 1989, and 54 in 1990.

Of the 54 Adult High School graduates in 1990, 35 were male and 19 were female. Further breakdown of the graduate data shows that 31 were Chamorro (17 male/12 female), 10 were Filipino (8 male/2 female), 6 White non-Hispanic, (3 male/3 female) 3 Micronesian (2 male/1 female), 2 Asian (male), 2 Hispanic (male), and 1 Palauan (male), 1 Korean (female).

General Requirements for the Adult High School Diploma Graduate

To earn an Adult High School Diploma at Guam Community College, (GCC), a student must apply for admission to the College as a diploma student. Students must successfully complete 12 units of credit in specified areas either at the Guam Community College or through transfer of credits accepted by GCC.

Present Activities of Respondents

As TABLE 22 indicates, of the respondents, 54 percent were employed full-time. None of the respondents were in the Military Services.

Fifty-three (53) percent of the respondents were pursuing additional education with 14 percent enrolled as full-time students, while 39 percent were enrolled part-time.

Employment Sector

Adult High School graduates sought and found employment in different sectors of the economy. TABLE 23 contains the number and percentage of graduates by place of employment for respondents employed full-time and part-time. The private sector provided more jobs for the respondents than any other category. Sixty (60) percent of the employed respondents were in private industry. Further breakdown of employed respondents indicated that 27 percent were employed by the Federal Government, and 13 percent were employed by the Government of Guam.

TABLE 22

PRESENT ACTIVITIES OF RESPONDENTS
1990 ADULT HIGH SCHOOL GRADUATES

	FULL-TIME STUDENTS		PART-TIME STUDENTS		NOT IN SCHOOL		MILITARY SERVICE		TOTAL	
	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT
Working Full-time	2	7%	2	7%	11	40%	0	--	15	54%
Working Part-time	0	--	0	--	0	--	0	--	0	-0-
Not Working	2	7%	9	32%	2	7%	0	--	13	46%
Total	4	14%	11	39%	13	47%	0	--	28	100%

TABLE 23

NUMBER AND PERCENTAGE OF ADULT HIGH SCHOOL GRADUATE EMPLOYED RESPONDENTS BY PLACE OF EMPLOYMENT

PLACE OF EMPLOYMENT	NUMBER	PERCENT
Private Industry	9	60%
Government of Guam	4	27%
Military Service	0	0%
Federal Government	2	13%
Total	15	100%

Employment Patterns

The identification of employment was accomplished by examining employment data, earnings, and related variables of Adult High school graduates. Fourteen (14) percent of the respondents attending college on a full-time or part-time basis were also employed.

Earnings of Adult High School Graduates

The hourly salary for Adult High School graduate respondents employed full-time averaged $6.09 for males and $7.00 for females, or an average of $6.45 for both groups. Compared to the minimum wage of $3.35 in 1990, the Adult High graduate, on an average, earned $3.10 per hour more than the minimum wage. It is noted that Guam's minimum wage was $3.35 per hour until local law increased it to $3.80 per hour, on April 1, 1990.

Of the Adult High School graduating group who responded, fifteen (15) were employed full-time; none were employed part-time.

Of the respondents employed, the highest salary was shown at $8.77 for males and $8.00 for females.

Job Preparation

The Adult High School student's main objective is to achieve the goal of obtaining a High School diploma. There are no specific shop or vocational requirements for the diploma. Seventy-five (75) percent of the employed indicated that the Adult High School diploma they received at Guam Community College was an important factor in obtaining current employment.

Positive ratings were also reflected by the Adult High School graduates in all aspects of their educational experiences as shown in TABLE 24. The two items identified as most helpful to respondents were: 1) Communication skills (reading/writing); and 2) Planning and organizing (Work and Time).

Job Satisfaction

Item 12 of Part C on the survey instrument asked the graduates whether they were satisfied with their present job. Of the Adult High School graduates who responded to this portion of the survey, 67 percent expressed satisfaction with their current positions.

TABLE 24

1990 ADULT HIGH SCHOOL DIPLOMA GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	--	12%	50%	38%	100%
2. Use of tools and equipment	--	12%	50%	38%	100%
3. Use of safety devices and safety measures	--	12%	50%	38%	100%
4. Communication skills (reading and writing)	--	--	50%	50%	100%
5. Mathematics skills	--	12%	38%	50%	100%
6. Planning and organizing work and time	--	--	50%	50%	100%
7. Getting along with co-workers	--	12%	38%	50%	100%
8. Thinking through problems, making judgements and decisions	--	12%	38%	50%	100%
TOTAL	--	9%	45%	46%	100%

Continuing Education

Fifteen (15) or 53 percent of the Adult High School Program respondents reported they were continuing education either on a full-time or part-time basis. Four or 14 percent of these same respondents were also employed full-time.

The majority of respondents who indicated where they were continuing education were enrolled at Guam Community College.

Unemployment

None of the respondents were identified as being unemployed. Those who were not working were either continuing their education on a full-time or part-time basis or indicated that they were not in the labor force (not employed and not seeking employment by choice).

The unemployment rate for all workers according to the Guam Department of Labor, Bureau of Labor Statistics, March 1991, was 3.1 percent.

COMMENTS AND RECOMMENDATIONS

1990 Adult High School graduates were asked to give their comments and/or recommendations concerning what additional skills or courses would have been valuable to them in their present job or schooling. The following courses and general comments were given:

1. Japanese
2. Marketing
3. Hotel Operations
4. Japanese language
5. English
6. Speech
7. Fundamentals of Accounting
8. Bookkeeping
9. Hold workshops and classes pertaining to early childhood.
10. There's always room for improvement and if the opportunity is available, I would like to see the program continue, expand and advance.
11. GCC is very helpful and is in my opinion the better choice for continuing education.
12. GCC has a very good, cooperative educational system.
13. If I didn't get my high school diploma, I wouldn't be able to get this job.
14. Teach skills in preparing a job description.

SUMMARY

As mandate by Guam Community College Act of 1977 (Public Law 14-77) and the Carl Perkins Vocational Education Act of 1990 (Public Law 101-392), an annual follow-up survey has been conducted for the twelfth Guam Community College graduating class, that of 1990. In addition to compliance with legal requirements, Guam Community College has conducted an extensive self-study on the status of program completers in order to gather information on the quality and effectiveness of vocational training programs, to provide useful data to assist in planning for program improvement and curriculum development.

The rate of responses for Secondary graduates was 63 percent, 81 percent for Apprenticeship Training graduates, 70 percent for Postsecondary graduates and 52 percent for the Adult High School graduates.

The majority of the respondents were gainfully employed; respondents were generally satisfied with their current employment and were earning more than the average worker of their age group or particular occupational group. The majority of respondents felt that the training they received from Guam Community College was a contributing factor in obtaining employment. The quality and adequacy of the College's vocational program received above-average ratings.

Eighty-seven (87) percent of secondary program graduate respondents were gainfully employed. Respondents indicated general satisfaction with their present employment. The mean hourly earnings for males was $6.55 and $5.97 for females; the average mean hourly earnings for both (males and females) was $6.11 (wages for graduates in the Military service were not included). It is important to note that 81 percent of the employed secondary respondents were working in the private sector; 3.4 percent were employed with the Government of Guam; and 2.6 percent were employed by the Federal Government.

One Hundred (100) percent of the Apprenticeship training program respondents were working full-time in fields related to their training. Of those who responded to the survey, the majority felt that their training helped them get a job. The mean hourly rate of Apprenticeship graduate working full-time was $13.92. This rate is substantially higher than the gross average hourly rate of $9.82 in the construction industry as indicated in the "Current Employment Report" Guam Department of Labor, Bureau of Labor Statistics (March 1991).

Fifty-four (54) percent of the respondents from the Adult High School Program were gainfully employed and earned a mean hourly wage of $6.45. The majority of respondents from the Adult High School Program gave positive ratings of their school experiences as applied to their present activity. There was an increase from 41 percent in 1989, to 53 percent in 1990, in the number of Adult High School graduate respondents who were continuing their education on a full-time or part-time basis. Sixty (60) percent of the Adult High School employed respondents held jobs in private industry, 27% worked for the Government of Guam, and 13 percent worked for the Federal Government.

Seventy-nine (79) percent of the Postsecondary Certificate and Degree graduates who responded to the survey were working in fields related or closely related to their vocational training areas. The mean hourly earnings for Postsecondary respondents was $9.94 for CERTIFICATE AND DEGREE graduates, $12.26 for CRIMINAL JUSTICE Police Cycle respondents and $11.35 for Fire Cycle respondents. Of the Criminal Justice Academy Police and Fire respondents, the majority were employed in occupations related to their training at the various precincts of the Guam Police and Fire Departments. Fourty-six (46) percent of Postsecondary Certificate and Degree respondents were employed by the Government of Guam, 29 percent were employed with private industry, and 17 percent were with the Federal Government. The majority of Postsecondary graduates felt their training was beneficial, particularly in areas of "Communication Skills (reading and writing),"and "Safety Devices and Safety Measures," and "Getting Along with Co-workers."

The findings of this study indicate that a vocational completers is more likely to be employed and earn a higher hourly wage than one who has no vocational training. It is also important to note that graduates of Guam Community College vocational-technical programs expressed very positive attitudes about the training they received at Guam Community College.

RECOMMENDATIONS
1990 GRADUATE FOLLOW-UP

Based on the findings of the graduate survey, the following recommendations are made:

Curriculum planners and developers should review curricula on a continuing basis, to ensure vocational programs are updated as technology in the world of work is updated; existing equipment should be checked and updated as necessitated by technological changes in industry.

New and additional programs should be considered for inclusion.

The Academic and Occupational Divisions should continue to enhance preparedness of vocational and technical students through coordinated efforts.

The college should continue to promote student activities at both the secondary and Postsecondary levels.

A purusal of students' perceptions of the different aspects of their vocational education programs as applied to present activity shows that the graduates considered "communication skills" and "getting along with co-workers" as important as their job skills.

More career counseling is recommended at the middle schools and entry-levels with emphasis on different occupations and training opportunities, with continued emphasis on a non-biased approach to students wishing to enter traditional or non-traditional fields.

It is further recommended that educators and employers in the community consider the long-term benefits of vocational education in Guam in order to match up education and training with employment.

Recognizing that the Cooperative Education experiences is an important component of vocational training, expansion of more on- the-job training opportunities is highly recommended. This on-the-job training not only allows the student to develop specialized skills, but many times leads to a permanent position for the trainee.

RECOMMENDATIONS
1990 GRADUATE FOLLOW-UP

For those students who are not able to participate in the cooperative education programs, some alternative are listed:

Develop a resource list of specialists from businesses who would be available to teach specific vocational skills.

Establish an agreement with various businesses to borrow equipment to be used in training.

Develop a resource list of retired business persons who would be willing to volunteer to share their skills and knowledge in the classroom as a public service.

Improve the articulation in terms of the transferrability of courses between GCC and UOG. This should be pursued and maintained.

The placement rates of graduates across all levels, i.e., Secondary, Postsecondary, Apprenticeship and Adult High School should be increased and maintained at an established percentage level. To achieve this, it is recommended that the College consider establishing a placement office.

GUAM COMMUNITY COLLEGE

1990

EMPLOYER SURVEY

JUNE 1991

INTRODUCTION

The Employer Survey is the second phase of the follow-up study of 1990 graduates of the Guam Community College. Graduates assessment of the school and their training experiences was obtained in the first phase of the study. The second phase sought the employers' viewpoint on how well graduates performed on the job. Employer appraisal of graduates encompassed the areas of technical knowledge, work attitude and work quality.

The subjects of this survey were the employers of graduates working in related occupations for which they were trained. Follow-up data on the Apprenticeship Training graduates showed that 17 of the 21 graduates were working in occupations related to their training. Of the 212 Secondary graduates surveyed, 90 of the respondents indicated that they were working full-time or part-time in occupations related to their training. There were 54 graduates from the Postsecondary Certificate and Degree programs; of these Postsecondary graduates who responded to the survey, 27 were working full-time or part-time in occupations related to their training. Of the 77 Police, Fire and Corrections Cycle graduates, 57 were employed in fields related to their training. Graduates who entered the military service were not included in this second phase of the follow-up survey.

The universe of this study consisted of 17 employers of Apprenticeship Training graduates, 84 employers of Postsecondary Certificate & Degree and Criminal Justice Academy graduates, and 90 employers of Secondary graduates. Employers of graduates who joined the military service and employers of graduates working in unrelated fields were not included in this study. Because the primary objective of the Adult High School Diploma Program is the attainment of a high school diploma and not occupational training, this group was not included in the Employer Survey.

OBJECTIVES OF THE STUDY

This phase of the follow-up study sought to answer the following questions:

1. What were the employer's impressions of the vocational training received by graduates?
2. How did employers rate students coming from vocational education programs as compared to those who did not go through such a program?
3. What suggestions did employers give relevant to improvement of vocational education programs?

THE SURVEY

The Employer Follow-up survey instrument (Appendix F) consists of two pages: (1) the front cover contains the name of the graduate, his/her employer and supervisor; (2) the second page is the survey instrument itself. The questionnaire contains a code used to identify the vocational education program and other information required for federal reporting. No part of the code number contains student identifiers. The survey instrument used in this year's follow-up study was basically the same as the instrument used in previous years. The instruments were developed, pilot-tested and reviewed for validity and reliability.

All survey instruments were mailed out to the employers the last week of March, 1991. The names of the employers and their addresses were taken from the graduate follow-up returns. A second mailing was done three weeks later. Telephone follow-up was conducted to encourage prompt responses from employers.

These efforts yielded a return rate of 53 percent for Secondary program areas; 47 percent for Apprenticeship Employers; 61 percent for Associate Degree program employers; and 52 percent for Postsecondary Associate and Certificate program employers combined.

TABLE 25

DISTRIBUTION OF EMPLOYERS AND RESPONDENTS BY PROGRAM EMPLOYER SURVEY OF 1990 SECONDARY GRADUATES

PROGRAM	EMPLOYER	RESPONDENTS NUMBER	RESPONDENTS PERCNT
Accounting	10	6	60%
Air Conditioning/ Refrigeration	1	0	--
Automotive Mechanic	7	6	86%
Autobody Repair	10	5	50%
Building Construction	5	4	80%
Business Office Occupations	0	0	--
Clerical	12	7	58%
Computer Science	10	1	10%
Cosmetology	1	1	100%
Distributive Education	12	3	25%
Drafting	4	3	75%
Food Services	2	1	50%
Graphic Arts	5	4	80%
Hospitality & Tourism	2	0	--
Technical Electronics	5	5	100%
Upholstery	1	0	--
Welding	3	2	67%
TOTAL	90	48	53%

FINDINGS

1990 SECONDARY GRADUATES

Number of Employers and Respondents

TABLE 26, represents by vocational program the number of employers included in the survey and those who responded. Of 90 employers surveyed, 48 (53 percent) responded.

Aspects of Employment

The questionnaire survey data on employers' assessment of the graduates' preparedness for work are presented in this section of the study. The criteria used are Technical Knowledge, Work Attitude and Work Quality.

TABLE 26 presents the survey findings on how employers regarded the Secondary graduates on different aspects of their training. On a 5-point scale (shown below), ranging from "Very Good" to "Very Poor," the employers rated the graduates' on-the-job performance.

Very Good	Good	Average	Poor	Very Poor
5 pts.	4 pts.	3 pts.	2 pts.	1 pt.

These values (points) were used in obtaining the average for each item shown in Column 2 of TABLE 26. The percentage distribution of scores for each item is also given in TABLE 26.

TABLE 26

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON ASPECTS OF EMPLOYMENT
EMPLOYER SURVEY OF 1990 SECONDARY GRADUATES

Item	Average Points	Very Good (5 PTS)	Good (4 PTS)	Average (3 PTS)	Poor (2 PTS)	Very Poor (1 pt)	Total
Technical Knowledge	4.7	78%	21%	1%	---	---	100%
Work Attitude	4.4	77%	23%	---	---	---	100%
Work Quality	4.4	77%	23%	---	---	---	100%
TOTAL	4.5	77%	22%	1%	---	---	100%

Technical Knowledge

The employers' appraisal of the graduates' "Technical Knowledge" is an index of the quality and relevance of vocational programs to the demand of the labor market. Providing students with technical skills is a primary function of vocational education. The survey findings shown in TABLE 27 give a general indication of Secondary graduates' technical knowledge.

Ninety-nine (99) percent of employers gave "Very Good" and "Good" ratings of graduates in regard to technical knowledge. Graduates from the majority of the vocational programs garnered the highest possible average points (5.0) with Clerical the second highest (4.9) and Technical Elecronics Electronics receiving the third highest average points (4.6) from their employers.

Work Attitude

Graduates did very well when rated by their employers on their "Work Attitude." Of the employers, 100 percent gave the Secondary graduates "Very Good" or "Good" ratings in regard to their "Work Attitude" (TABLE 28). Graduates from the following program areas received the highest ratings (5.0: Accounting, Autobody Repair, Computer Science, Cosmetology, Distributive Education, Drafting and Graphic Arts, followed by Clerical (4.9) and Technical Electronics (4.8).

Work Quality

TABLE 29 shows employer ratings on the quality of work for Secondary graduates. Employers gave graduates 100 percent ratings of "Very Good" and "Good" on their quality of work. The highest rating of 5.0 was received by the majority of vocational shop areas when rated by their employers with second highest ratings garnered in Clerical (4.9) and third highest in Technical Electronics (4.8). The total average point rating was 4.4 in the area of "Work Quality."

Overall Rating

The survey included a section that asked the employer to measure the overall satisfaction with the employee/graduate. The employers thought 100 percent of the graduates had the skills related to the requirements of their jobs, giving them ratings of "Very Good" and "Good" as shown in TABLE 30.

Relative Preparation

Employers were asked to compare the performance of Secondary graduates with the performance of peers who had not received similar training. One Hundred (100) percent of Secondary graduates were rated as "Better Prepared." The average rating on a 5-point scale was 5.0 points (TABLE 31).

TABLE 27

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "TECHNICAL KNOWLEDGE" BY PROGRAM EMPLOYER SURVEY OF 1990 SECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Accounting	6	5.0	100%	---	---	---	---	100%
Air Conditioning/ Refrigeration	0	---	---	---	---	---	---	---
Automotive Mechanic	6	4.0	---	100%	---	---	---	100%
Autobody Repair	5	5.0	100%	---	---	---	---	100%
Building Construction	4	4.0	---	100%	---	---	---	100%
Business Office Occupations	0	---	---	---	---	---	---	---
Clerical	7	4.9	88%	12%	---	---	---	100%
Computer Science	1	4.0	---	100%	---	---	---	100%
Cosmetology	1	5.0	100%	---	---	---	---	100%
Distributive Education	3	5.0	100%	---	---	---	---	100%
Drafting	3	5.0	100%	---	---	---	---	100%
Food Service	1	5.0	100%	---	---	---	---	100%
Graphic Arts	4	5.0	100%	---	---	---	---	100%
Hospitality and Tourism	0	---	---	---	---	---	---	---
Technical Electronics	5	4.6	87%	---	13%	---	---	100%
Upholstery	0	---	---	---	---	---	---	---
Welding	2	5.0	100%	---	---	---	---	100%
TOTAL:	48	4.7	78%	21%	---	1%	---	100%

TABLE 28

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "WORK ATTITUDE" BY PROGRAM EMPLOYER SURVEY OF 1990 SECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Accounting	6	5.0	100%	---	---	---	---	100%
Air Conditioning/ Refrigeration	0	---	---	---	---	---	---	---
Automotive Mechanic	6	4.0	---	100%	---	---	---	100%
Autobody Repair	5	5.0	100%	---	---	---	---	100%
Building Construction	4	4.0	---	100%	---	---	---	100%
Business Office Occupations	0	---	---	---	---	---	---	---
Clerical	7	4.9	88%	12%	---	---	---	100%
Computer Science	1	5.0	100%	---	---	---	---	100%
Cosmetology	1	5.0	100%	---	---	---	---	100%
Distributive Education	3	5.0	100%	---	---	---	---	100%
Drafting	3	5.0	100%	---	---	---	---	100%
Food Service	1	5.0	100%	---	---	---	---	100%
Graphic Arts	4	5.0	100%	---	---	---	---	100%
Hospitality and Tourism	0	---	---	---	---	---	---	---
Technical Electronics	5	4.8	83%	17%	---	---	---	100%
Upholstery	0	---	---	---	---	---	---	---
Welding	2	5.0	100%	---	---	---	---	100%
TOTAL:	48	4.4	77%	23%	---	---	---	100%

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TABLE 29

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "WORK QUALITY" BY PROGRAM EMPLOYER SURVEY OF 1990 SECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Accounting	6	5.0	100%	---	---	---	---	100%
Air Conditioning/ Refrigeration	0	---	---	---	---	---	---	---
Automotive Mechanic	6	4.0	---	100%	---	---	---	100%
Autobody Repair	5	5.0	100%	---	---	---	---	100%
Building Construction	4	4.0	---	100%	---	---	---	100%
Business Office Occupations	0	---	---	---	---	---	---	---
Clerical	7	4.9	88%	12%	---	---	---	100%
Computer Science	1	5.0	100%	---	---	---	---	100%
Cosmetology	1	5.0	100%	---	---	---	---	100%
Distributive Education	3	5.0	100%	---	---	---	---	100%
Drafting	3	5.0	100%	---	---	---	---	100%
Food Service	1	5.0	100%	---	---	---	---	100%
Graphic Arts	4	5.0	100%	---	---	---	---	100%
Hospitality and Tourism	0	---	---	---	---	---	---	---
Technical Electronics	5	4.8	83%	17%	---	---	---	100%
Upholstery	0	---	---	---	---	---	---	---
Welding	2	5.0	100%	---	---	---	---	100%
TOTAL:	48	4.4	77%	23%	---	---	---	100%

TABLE 30

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "OVERALL RATING" BY PROGRAM EMPLOYER SURVEY OF 1990 SECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Accounting	6	5.0	100%	---	---	---	---	100%
Air Conditioning/ Refrigeration	0	---	---	---	---	---	---	---
Automotive Mechanic	6	4.0	---	100%	---	---	---	100%
Autobody Repair	5	5.0	100%	---	---	---	---	100%
Building Construction	4	4.0	---	100%	---	---	---	100%
Business Office Occupations	0	---	---	---	---	---	---	---
Clerical	7		88%	12%	---	---	---	100%
Computer Science	1	5.0	100%	---	---	---	---	100%
Cosmetology	1	5.0	100%	---	---	---	---	100%
Distributive Education	3	5.0	100%	---	---	---	---	100%
Drafting	3	5.0	100%	---	---	---	---	100%
Food Service	1	5.0	100%	---	---	---	---	100%
Graphic Arts	4	5.0	100%	---	---	---	---	100%
Hospitality and Tourism	0	---	---	---	---	---	---	---
Technical Electronics	5	4.8	83%	17%	---	---	---	100%
Upholstery	0	---	---	---	---	---	---	---
Welding	2	5.0	100%	---	---	---	---	100%
TOTAL:	48	4.4	77%	23%	---	---	---	100%

TABLE 31

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "RELATIVE PREPARATION" BY PROGRAM EMPLOYER SURVEY OF 1990 SECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPARED (1 POINT)	TOTAL
Accounting	5	5.0	100%	---	---	100%
Air Conditioning/ Refrigeration	0	---	100%	---	---	100%
Automotive Mechanic	6	5.0	100%	---	---	100%
Autobody Repair	5	5.0	100%	---	---	100%
Building Construction	4	5.0	100%	---	---	100%
Business Office Occupations	0	---	---	---	---	100%
Clerical	7	5.0	100%	---	---	100%
Computer Science	1	5.0	100%	---	---	100%
Cosmetology	1	5.0	100%	---	---	100%
Distributive Education	2	5.0	100%	---	---	100%
Drafting	3	5.0	100%	---	---	100%
Food Service	1	5.0	100%	---	---	100%
Graphic Arts	2	5.0	100%	---	---	100%
Hospitality and Tourism	0	---	---	---	---	---
Technical Electronics	5	5.0	100%	---	---	100%
Upholstery	0	---	---	---	---	---
Welding	2	5.0	100%	---	---	100%
TOTAL:	44	5.0	100%	---	---	100%

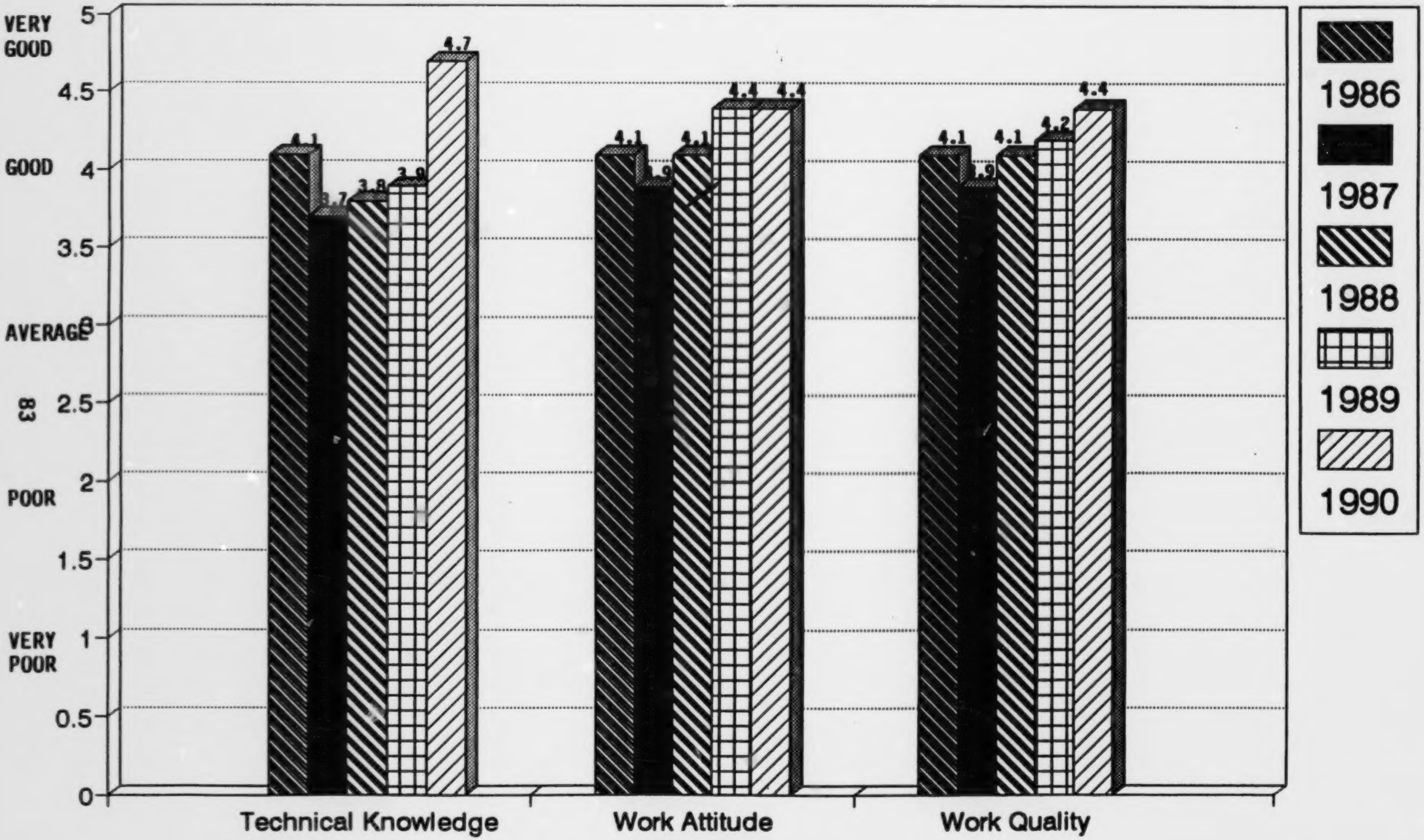
A FIVE-YEAR TREND

SECONDARY GRADUATES
(1986-1990)

Employers appraised Secondary graduates on "Technical Knowledge," "Work Attitude," and "Work Quality." A comparison of graduates over five years from 1986-1990, indicates that graduates consistently received above-average ratings in all three questionnaire items. For "Technical Knowledge." graduates received average point ratings of 4.7 in 1990, 3.9 in 1989, 3.8 in 1988, 3.7 for 1987, and 4.1 for 1986. For "Work Attitude," the average point rating for 1990 and 1989 was 4.4, for 1988 4.1, for 1987 3.7, and for 1986 4.1. For "Work Quality," the average point ratings given for 1990 was 4.4,for 1989 4.2, for 1988 was 4.1, for 1987 was 3.7; and 4.1 in 1986 (FIGURE 4).

EMPLOYER ASSESSMENT OF SECONDARY GRADUATES

Technical Knowledge, Work Attitude and Work Quality



1986 -1990

FIGURE 4. AVERAGE POINTS BASED ON 5-POINT SCALE

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FINDINGS

1990 APPRENTICESHIP TRAINING GRADUATES

Number of Employers and Respondents

TABLE 32 presents the number of employers included in the survey and those who responded by vocational program. The overall rate of response was 47 percent.

TABLE 32

DISTRIBUTION OF EMPLOYERS AND RESPONDENTS BY PROGRAM EMPLOYER SURVEY OF 1990 APPRENTICESHIP PROGRAM GRADUATES

PROGRAM	EMPLOYER	RESPONDENTS NUMBER	RESPONDENTS PERCENT
Air Conditioning/ Refrigeration Mechanic	2	1	50%
Heavy Duty Equipment Automotive Mechanic (HDE)	1	0	---
Automotive Machinist	0	0	---
Autobody Repair	1	1	100%
Carpentry	1	0	---
Cement Mason	3	2	67%
Drafter (Architectural)	1	1	100%
Electrician (Wire Installer)	3	0	---
Housekeeper	2	2	100%
Ironworker (Reinforcing)	0	0	---
Operating Engineer	1	1	100%
Painter	1	0	---
Plumber	1	0	---
TOTAL	17	8	47%

Aspects of Employment

The questionnaire asked employers to provide data on the graduates' preparedness for work. The criteria used were "Technical Knowledge," "Work Attitude," and "Work Quality."

TABLE 33 presents the survey findings on how employers regarded the Apprenticeship Training graduates on different aspects of their training. On a 5-point scale (shown below), ranging from "Very Good" to "Very Poor," the employers rated the graduates on-the-job performance.

Very Good	Good	Average	Poor	Very Poor
5 Pts.	4 Pts.	3 Pts.	2 Pts.	1 Pt.

These values (points) were used in obtaining the average of each item shown in Column 2 of TABLE 33. The percentage distribution of scores for each item was also given in TABLE 33.

TABLE 33

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES ON ASPECTS OF EMPLOYMENT, EMPLOYER SURVEY 1990 APPRENTICESHIP TRAINING GRADUATES

ITEM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Technical Knowledge	4.1	46%	36%	18%	---	---	100%
Work Attitude	4.0	31%	50%	19%	---	---	100%
Work Quality	3.9	32%	39%	29%	---	---	100%
TOTAL	4.0	36%	42%	22%	---	---	100%

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Technical Knowledge

In determining the quality and relevance of vocational programs to the demands of the labor market, employers were asked to appraise the graduates' "Technical Knowledge." The survey findings shown in TABLE 34 give an index of the Apprenticeship Training graduates' technical knowledge.

With regard to technical knowledge necessary for the job, 82 percent of the employers gave Apprenticeship Training graduates "Very Good" and "Good" ratings. The average rating was 4.1 with forty-six (46) percent receiving "Very Good" ratings in Technical Knowledge.

Work Attitude

Employers' ratings of Apprentices concerning "Work Attitude" averaged 4.0. Work attitudes of the majority (81 percent) of graduates were appraised as "Very Good", or "Good" (TABLE 35).

Work Quality

Employers' gave above average ratings on the quality of work of the Apprentices. More than seventy (70) percent of the employers rated the performance of the graduates as "Good" or "Very Good" with thirty-two (32) percent receiving ratings of "Very Good" and thirty-nine "Good" (TABLE 36).

Overall Rating

The employers gave "Very Good" and "Good" ratings for eighty-one (81) percent of the Apprenticeship Program respondents working in fields related to their training. The overall average point rating was 4.0 (TABLE 37).

Relative Preparation

Employers were asked to compare the performance of Apprentice graduates with the performance of peers who had not received similar training. Eighty-three (83) percent of Apprenticeship graduates were rated as "Better Prepared." The average rating on a 5-point scale was 4.5 (TABLE 38).

TABLE 34

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "TECHNICAL KNOWLEDGE" BY PROGRAM EMPLOYER SURVEY OF 1990 APPRENTICESHIP TRAINING GRADUATES

				VERY				VERY
PROGRAM	N	AVERAGE POINTS	GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	POOR (1 PT)	TOTAL
Air Cond/Refrigeration Mechanic	1	4.0	100%	---	---	---	---	100%
Heavy Duty Equipment Mechanic (HDE)	0	---	---	---	---	---	---	---
Automotive Machinist	0	---	---	---	---	---	---	---
Autobody Repair	1	5.0	100%	---	---	---	---	100%
Carpentry	0	---	---	---	---	---	---	---
Cement Masonry	2	3.0	---	---	100%	---	---	100%
Drafter-Architectural	1	5.0	100%	---	---	---	---	100%
Electrician (Wire Installer)	0	---	---	---	---	---	---	---
Housekeeper	2	4.0	---	100%	---	---	---	100%
Ironworker (Reinforcing)	0	---	---	---	---	---	---	---
Operating Engineer	1	4.0	---	100%	---	---	---	100%
Painter	0	---	---	---	---	---	---	---
Plumber	0	---	---	---	---	---	---	---
TOTAL	8	4.1	46%	36%	18%	---	---	100%

TABLE 35

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "WORK ATTITUDE" BY PROGRAM EMPLOYER SURVEY OF 1990 APPRENTICESHIP TRAINING GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Air Cond/Refrigeration Mechanic	1	4.0	---	100%	---	---	---	100%
Heavy Duty Equipment Mechanic (HDE)	0	---	---	---	---	---	---	---
Automotive Machinist	0	---	---	---	---	---	---	---
Autobody Repair	1	5.0	100%	---	---	---	---	100%
Carpentry	0	---	---	---	---	---	---	---
Cement Masonry	2	3.5	---	57%	43%	---	---	100%
Drafter Drafter-Architectural	1	5.0	100%	---	---	---	---	100%
Electrician (Wire Installer)	0	---	---	---	---	---	---	---
Housekeeper	2	3.5	---	57%	43%	---	---	100%
Ironworker (Reinforcing)	0	---	---	---	---	---	---	---
Operating Engineer	1	4.0	---	100%	---	---	---	100%
Painter	0	---	---	---	---	---	---	---
Plumber	0	---	---	---	---	---	---	---
TOTAL	8	4.0	31%	50%	19%	---	---	100%

TABLE 36

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "WORK QUALITY" BY PROGRAM
EMPLOYER SURVEY OF 1990 APPRENTICESHIP TRAINING GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Air Cond/Refrigeration Mechanic	1	4.0	---	100%	---	---	---	100%
Heavy Duty Equipment Mechanic (HDE)	0	---	---	---	---	---	---	---
Automotive Machinist	0	---	---	---	---	---	---	---
Autobody Repair	1	5.0	100%	---	---	---	---	100%
Carpentry	0	---	---	---	---	---	---	---
Cement Masonry	2	3.0	---	---	100%	---	---	100%
Drafter-Architectural	1	5.0	100%	---	---	---	---	100%
Electrician (Wire Installer)	0	---	---	---	---	---	---	---
Housekeeper	2	3.5	---	57%	43%	---	---	100%
Ironworker (Reinforcing)	0	---	---	---	---	---	---	---
Operating Engineer	1	4.0	---	100%	---	---	---	100%
Painter	0	---	---	---	---	---	---	
Plumber	0	---	---	---	---	---	---	---
TOTAL	8	3.9	32%	39%	29%	---	---	100%

TABLE 37

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "OVERALL RATING" BY PROGRAM EMPLOYER SURVEY OF 1990 APPRENTICESHIP TRAINING GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Air Cond/Refrigeration Mechanic	1	4.0	---	100%	---	---	---	100%
Heavy Duty Equipment Mechanic (HDE)	0	---	---	---	---	---	---	---
Automotive Machinist	0	---	---	---	---	---	---	---
Autobody Repair	1	5.0	100%	---	---	---	---	100%
Carpentry	0	---	---	---	---	---	---	---
Cement Masonry	2	3.5	---	57%	43%	---	---	100%
Drafter-Architectural	1	5.0	100%	---	---	---	---	100%
Electrician (Wire Installer)	0	---	---	---	---	---	---	---
Housekeeper	2	3.5	---	57%	43%	---	---	100%
Ironworker (Reinforcing)	0	---	---	---	---	---	---	---
Operating Engineer	1	4.0	---	100%	---	---	---	100%
Painter	0	---	---	---	---	---	---	---
Plumber	0	---	---	---	---	---	---	---
TOTAL	8	4.0	31%	50%	19%	---	---	100%

TABLE 38

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "RELATIVE PREPARATION" BY PROGRAM EMPLOYER SURVEY OF 1990 APPRENTICESHIP TRAINING GRADUATES

PROGRAM	N	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPARED (1 POINT)	TOTAL
Air Conditioning/ Refrigeration Mechanic	1	5.0	100%	---	---	100%
Autobody Repair	1	5.0	100%	---	---	100%
Cement Masonry	2	4.0	3%	37%	---	100%
Drafter (Architectural)	1	5.0	100%	---	---	100%
Housekeeper	2	4.0	63%	37%	---	100%
Operating Engineer	1	5.0	100%	---	---	100%
TOTAL	8	4.5	83%	17%	---	100%

A FIVE-YEAR TREND

APPRENTICESHIP TRAINING GRADUATES
1986-1990

For five consecutive years, the employer appraisals on "Technical Knowledge," "Work Attitude." and "Work Quality" of Apprenticeship Training graduates have been above average. Ratings in these three areas from 1986-1990 are represented in FIGURE 5.

Employer assessment of Apprenticeship ratings for all three areas listed above were rated at 3.9 and above. Employer assessment of Apprenticeship training graduates indicated in 1986, the highest average points were seen in "Work Attitude" (4.3); and in 1987, increase in ratings were given in areas of "Technical Knowledge," "Work Attitude" and "Work Quality." In 1988, employees gave highest ratings (4.3) in "Technical Knowledge, and in 1989 results indicated that employers continued to rate graduates as "Good" or "Very Good" in areas of "Technical Knowledge," "Work Attitude" and "Work Quality," with highest average points received in the area of Work Quality (4.4). Results of the 1990 Employer Survey gave graduates highest average points in Technical Knowledge (4.1). Employers continue to indicate that the employees who were vocational completers were better prepared for the job (TABLE 38).

EMPLOYER ASSESSMENT OF APPRENTICESHIP TRAINING GRADUATES
Technical Knowledge, Work Attitude and Work Quality

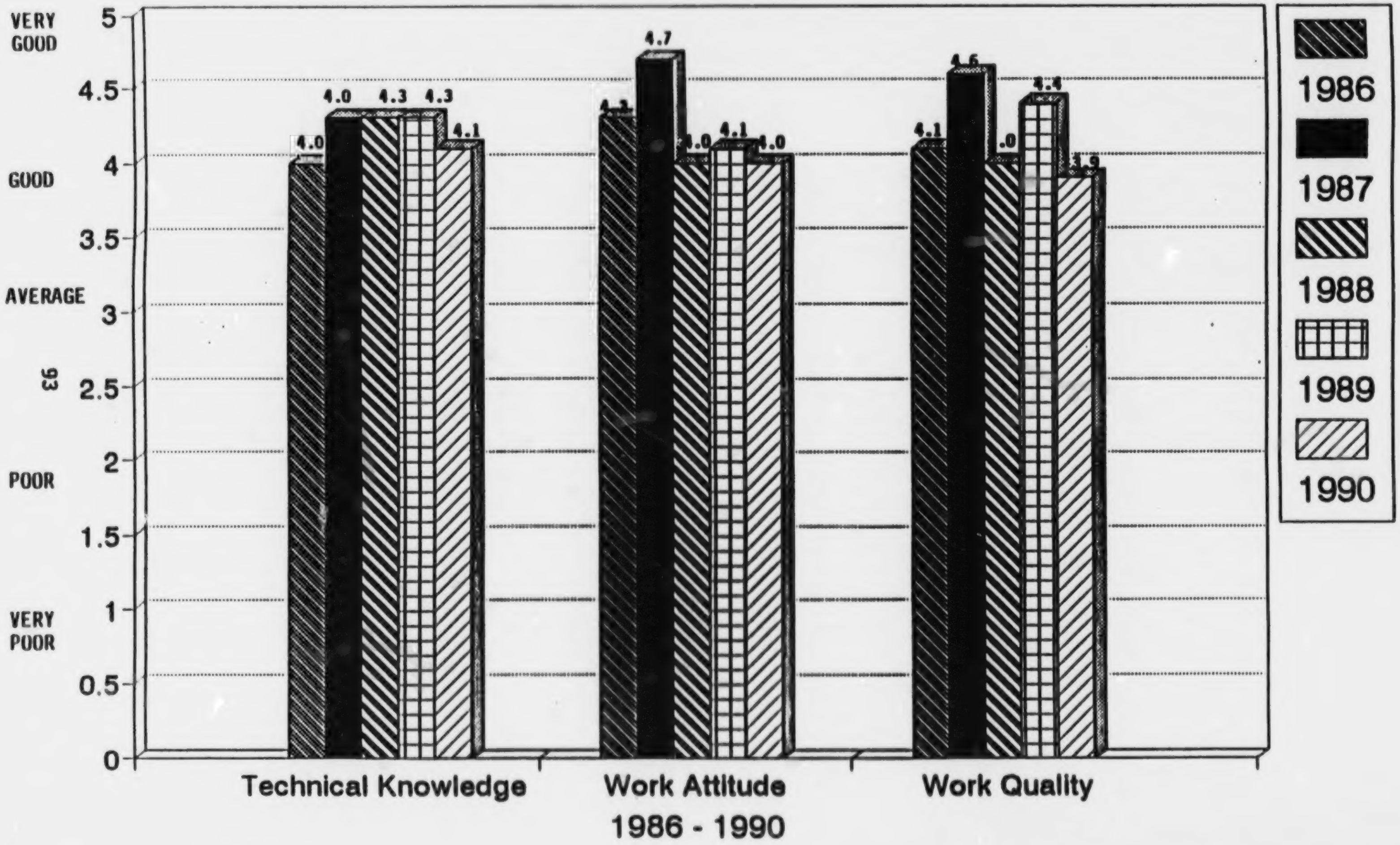

FIGURE 5. AVERAGE POINTS BASED ON A 5-POINTS SCALE

FINDINGS

1990 POSTSECONDARY GRADUATES

Number of Employers and Respondents

TABLE 39 represents the number of employers included in the survey and those who responded by program; 61 percent of the Degree graduates' employers responded to the survey.

Aspects of Employment

Employers were asked to rate the postsecondary graduates' "Technical Knowledge," "Work Attitude," and "Work Quality."

TABLES 40, 41, 42, and 43 present the survey findings on the graduates' preparedness for work. The different aspects of their training were rated on a 5-point scale as shown below, ranging from "Very Good" to "Very Poor."

Very Good	Good	Average	Very Poor	Poor
(5 Pts.)	(4 Pts.)	(3 Pts.)	(2 Pts.)	(1 Pt.)

These values (points) were used in obtaining the average for each item shown in Column 2 of the tables. The percentage distribution of scores of each item was also given in TABLES 41, 42, and 43.

Technical Knowledge

To collect data about the relevance and quality of the training programs, the employers were asked to assess the graduates' "Technical Knowledge" for postsecondary graduates as shown in TABLE 41. Ninety-five (95) percent of the employers gave "Very Good" and "Good" ratings for Postsecondary Degree and Certificate graduates and the majority of employers gave "Very Good" and "Good" ratings for Criminal Justice Cycle graduates.

For graduates who earned an ASSOCIATE DEGREE or CERTIFICATE, the highest average points (5.0) were in the areas of Electronic Engineering Technolog, Fire Service Administration, Clerical Studies and Child Care. The total average points earned in the area of "Technical Knowledge" was 4.6. For Police Cycle completers, the total average points earned in the area of "Technical Knowledge" was 3.8.

TABLE 39

DISTRIBUTION OF EMPLOYERS AND RESPONDENTS BY PROGRAM
EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF EMPLOYERS	RESPONDENTS	
		NUMBER	PERCENT
ASSOCIATE OF ARTS:			
Office Administration	0	0	---
ASSOCIATE OF SCIENCE:			
Administration of Criminal Justice	1	1	100%
Computer Science	4	3	75%
Electronic Engineering Technology	3	3	100%
Fire Service Administration	5	2	40%
Industrial Security Administration	1	0	---
Law Enforcement Administration	2	2	100%
Retailing & Marketing	1	0	---
Supervision and Management	1	0	---
TOTAL (ASSOCIATE DEGREES)	18	11	61%

TABLE 39 (Continued)

DISTRIBUTION OF EMPLOYERS AND RESPONDENTS BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF EMPLOYERS	RESPONDENTS NUMBER	RESPONDENTS PERCENT
CERTIFICATES			
Accounting Clerk	1	0	---
Air Conditioning/Refrigeration	0	0	---
Automotive Technology (Automobile/Truck)	0	0	---
Carpentry	0	0	---
Child Care	1	1	100%
Clerical Studies	1	1	100%
Computer Science	0	0	---
Construction Drafting	1	0	---
Construction Electricity	1	1	100%
Information Systems	4	0	---
TOTAL (CERTIFICATES)	9	3	33%
TOTAL (ASSOCIATE DEGREES AND CERTIFICATES)	27	14	52%

TABLE 40

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "ASPECTS OF EMPLOYMENT EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

Certificate & Associate Degree Graduates

ITEM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Technical Knowledge	4.6	77%	18%	5%	---	---	100%
Work Attitude	4.6	85%	6%	9%	---	---	100%
Work Quality	4.6	77%	18%	5%	---	---	100%

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON ASPECTS OF EMPLOYMENT EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

Criminal Justice Academy Graduates
(30th Police Cycle)

ITEM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Technical Knowledge	3.8	10%	65%	25%	---	---	100%
Work Attitude	4.1	28%	61%	11%	---	---	100%
Work Quality	3.7	11%	58%	31%	---	---	100%

TABLE 41

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES ON "TECHNICAL KNOWLEDGE" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
ASSOCIATE OF ARTS:								
Office Administration	0	---	---	---	---	---	---	---
ASSOCIATE OF SCIENCE:								
Administration of Criminal Justice	1	4.0	---	100%	---	---	---	100%
Computer Science	3	4.7	71%	29%	---	---	---	100%
Electronic Engineering Technology	3	5.0	100%	---	---	---	---	100%
Fire Service Administration	2	5.0	100%	---	---	---	---	100%
Industrial Security Administration	0	---	---	---	---	---	---	100%
Law Enforcement Administration	2	4.0	63%	---	37%	---	---	100%
Retailing and Marketing	0	---	---	---	---	---	---	100%
Supervision and Management	0	---	---	---	---	---	---	100%
Sub-Total: (ASSOC. DEGREES)	11	4.6	78%	16%	6%	---	---	100%

TABLE 41 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "TECHNICAL KNOWLEDGE" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
CERTIFICATES								
Accounting Clerk	0	---	---	---	---	---	---	---
Air Conditioning/ Refrigeration	0	---	---	---	---	---	---	---
Automotive Technology (Automobile/Truck)	0	---	---	---	---	---	---	---
Carpentry	0	---	---	---	---	---	---	---
Child Care	1	5.0	100%	---	---	---	---	100%
Clerical Studies	1	5.0	100%	---	---	---	---	100%
Computer Science	0	---	---	---	---	---	---	---
Construction Drafting	0	---	---	---	---	---	---	---
Const. Electricity	1	4.0	---	100%	---	---	---	100%
Information Systems	0	---	---	---	---	---	---	---
Sub-Total (CERTIFICATES)	3	4.7	71%	29%	---	---	---	100%
TOTAL: (DEGREES & CERTIFICATES)	14	4.6	77%	18%	5%	---	---	100%

TABLE 41 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "TECHNICAL KNOWLEDGE" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
CRIMINAL JUSTICE ACADEMY:								
30th Police Cycle	17	3.8	10%	65%	25%	---	---	100%

Work Attitude

Postsecondary graduates did very well when rated by their employers on their "Work Attitude." Ninety-one (91) percent of the employers gave "Very Good" and "Good" ratings for Postsecondary Degree and Certificate graduates in this area; Eighty-nine (89) percent of the employers gave "Very Good" and "Good" ratings for Police Cycle graduates (TABLE 42).

For graduates who earned an ASSOCIATE DEGREE or CERTIFICATE, the highest average points (5.0) were in areas of Electronic Engineering Technology, Fire Service Administration, Administration of Criminal Justice, Clerical Studies and Child Care. The total average points earned in the area of "Work Attitude" was 4.6. For Police Cycle completers, the total average points earned in the area of "Work Attitude" was 4.1.

Work Quality

Employers gave positive ratings on the "Quality of Work" of Postsecondary graduates. Ninety-five (95) percent of the employers rated the performance of ASSOCIATE DEGREE and CERTIFICATE Graduates as "Very Good" and "Good." For graduates of the Police Cycle, the majority received ratings of "Very Good" or "Good" (TABLE 43).

For graduates who earned an ASSOCIATE DEGREE or CERTIFICATE, the highest average points (5.0) were in areas of Administration of Criminal Justice, Computer Science, Electronic Engineering Technology, and Fire Service Administration, Law Enforcement Administration and Child Care. The total average points earned for ASSOCIATE DEGREE and CERTIFICATE completers in the area of "Work Attitude" was 4.6. For Police Cycle completers, the total average points earned in the area of "Work Attitude" was 3.7.

Overall Rating

Employers gave an overall rating of 4.6 points for POSTSECONDARY DEGREE and CERTIFICATE Graduates and an overall rating of 3.9 points for Police Cycle graduates. Of the Postsecondary Associate Degree Graduates the areas of Electronic Engineering Technology, Fire Service Administration, Clerical Studies and Child Care had the highest point ratings of 5.0 (TABLE 44). Employers rated Postsecondary Degree and Certificate graduates with 100 percent receiving ratings of "Very Good" and "Good."

Relative Preparation

This section of the survey asked the employer to compare the graduates of vocational and technical programs with peers who had not received similar training. One Hundred (100) percent of the respondents, indicated that the postsecondary vocationally trained graduates were better prepared for the job.

Criminal Justice Academy graduates were rated by their employers for "Relative Preparation" with responses indicating Ninety-one (91) percent were better prepared (TABLE 45).

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TABLE 42

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES ON "WORK ATTITUDE" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
ASSOCIATE OF ARTS:								
Office Administration	0	---	---	---	---	---	---	---
ASSOCIATE OF SCIENCE:								
Administration of Criminal Justice	1	5.0	100%	---	---	---	---	100%
Computer Science	3	4.3	77%	---	23%	---	---	100%
Electronic Engineering Technology	3	5.0	100%	---	---	---	---	100%
Fire Service Administration	2	5.0	100%	---	---	---	---	100%
Industrial Security Administration	0	---	---	---	---	---	---	---
Law Enforcement Administration	2	4.5	56%	44%	---	---	---	100%
Retailing and Marketing	0	---	---	---	---	---	---	---
Supervision and Management	0	---	---	---	---	---	---	---
Sub-Total: (ASSOC. DEGREES)	11	4.7	86%	8%	6%	---	---	100%

TABLE 42 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "WORK ATTITUDE" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
CERTIFICATES								
Accounting Clerk	0	---	---	---	---	---	---	---
Air Conditioning/ Refrigeration	0	---	---	---	---	---	---	---
Automotive Technology (Automobile/Truck)	0	---	---	---	---	---	---	---
Carpentry	0	---	---	---	---	---	---	---
Child Care	1	5.0	100%	---	---	---	---	100%
Clerical Studies	1	5.0	100%	---	---	---	---	100%
Computer Science	0	---	---	---	---	---	---	---
Construction Drafting	0	---	---	---	---	---	---	---
Const. Electricity	1	3.0	---	---	100%	---	---	100%
Information Systems	0	---	---	---	---	---	---	---
Sub-Total (CERTIFICATES)	3	4.3	77%	---	23%	---	---	100%
TOTAL: (DEGREES & CERTIFICATES)	14	4.6	85%	6%	9%	---	---	100%

TABLE 42 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "WORK ATTITUDE" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
CRIMINAL JUSTICE ACADEMY:								
30th Police Cycle	17	4.1	28%	61%	11%	---	---	100%

TABLE 43

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES ON "WORK QUALITY" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
ASSOCIATE OF ARTS:								
Office Administration	0	---	---	---	---	---	---	---
ASSOCIATE OF SCIENCE:								
Administration of Criminal Justice	1	5.0	100%	---	---	---	---	100%
Computer Science	3	5.0	100%	---	---	---	---	100%
Electronic Engineering Technology	3	5.0	100%	---	---	---	---	100%
Fire Service Administration	2	5.0	100%	---	---	---	---	100%
Industrial Security Administration	0	---	---	---	---	---	---	100%
Law Enforcement Administration	2	5.0	---	100%	---	---	---	100%
Retailing and Marketing	0	---	---	---	---	---	---	100%
Supervision and Management	0	---	---	---	---	---		100%
Sub-Total: (ASSOC. DEGREES)	11	4.8	85%	15%	---	---	---	100%

TABLE 43 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "WORK QUALITY" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
CERTIFICATES								
Accounting Clerk	0	---	---	---	---	---	---	---
Air Conditioning/ Refrigeration	0	---	---	---	---	---	---	---
Automotive Technology (Automobile/Truck)	0	---	---	---	---	---	---	---
Carpentry	0	---	---	---	---	---	---	---
Child Care	1	5.0	100%	---	---	---	---	100%
Clerical Studies	1	4.0	---	100%	---	---	---	100%
Computer Science	0	---	---	---	---	---	---	---
Construction Drafting	0	---	---	---	---	---	---	---
Const. Electricity	1	3.0	---	---	100%	---	---	100%
Information Systems	0	---	---	---	---	---	---	---
Sub-Total (CERTIFICATES)	3	4.0	42%	33%	25%	---	---	100%
TOTAL: (DEGREES & CERTIFICATES)	14	4.6	77%	18%	5%	---	---	100%3

TABLE 43 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "WORK QUALITY" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
CRIMINAL JUSTICE ACADEMY:								
30th Police Cycle	17	3.7	11%	58%	31%	---	---	100%

TABLE 44

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES ON "OVERALL RATING" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
ASSOCIATE OF ARTS:								
Office Administration	0	---	---	---	---	---	---	---
ASSOCIATE OF SCIENCE:								
Administration of Criminal Justice	1	4.0	---	100%	---	---	---	100%
Computer Science	3	4.7	71%	29%	---	---	---	100%
Electronic Engineering Technology	3	5.0	100%	---	---	---	---	100%
Fire Service Administration	2	5.0	100%	---	---	---	---	100%
Industrial Security Administration	0	---	---	---	---	---	---	100%
Law Enforcement Administration	2	4.0	---	100%	---	---	---	100%
Retailing and Marketing	0	---	---	---	---	---	---	100%
Supervision and Management	0	---	---	---	---	---		100%
Sub-Total: (ASSOC. DEGREES)	11	4.6	69%	31%	---	---	---	100%

TABLE 44 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "OVERALL RATING" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
CERTIFICATES								
Accounting Clerk	0	---	---	---	---	---	---	---
Air Conditioning/ Refrigeration	0	---	---	---	---	---	---	---
Automotive Technology (Automobile/Truck)	0	---	---	---	---	---	---	---
Carpentry	0	---	---	---	---	---	---	---
Child Care	1	5.0	100%	---	---	---	---	100%
Clerical Studies	1	5.0	100%	---	---	---	---	100%
Computer Science	0	---	---	---	---	---	---	---
Construction Drafting	0	---	---	---	---	---	---	---
Const. Electricity	1	4.0	---	100%	---	---	---	100%
Information Systems	0	---	---	---	---	---	---	---
Sub-Total (CERTIFICATES)	3	4.7	71%	29%	---	---	---	100%
TOTAL: (DEGREES & CERTIFICATES)	14	4.6	69%	31%	---	---	---	100%

TABLE 44 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "OVERALL RATING" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
CRIMINAL JUSTICE ACADEMY:								
30th Police Cycle	17	3.9	10%	78%	12%	---	---	100%

TABLE 45

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "RELATIVE PREPARATION" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY TRAINING GRADUATES

PROGRAM	N	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPARED (1 POINT)	TOTAL
ASSOCIATE OF ARTS:						
Office Administration	0	---	---	---	---	---
ASSOCIATE OF SCIENCE:						
Administration of Criminal Justice	1	5.0	100%	---	---	100%
Computer Science	3	5.0	100%	---	---	100%
Electronic Engineering Technology	2	5.0	100%	---	---	100%
Fire Service Administration	1	5.0	100%	---	---	100%
Industrial Security Administration	0	---	---	---	---	100%
Law Enforcement Administration	1	5.0	100%	---	---	100%
Retailing and Marketing	0	---	---	---	---	100%
Supervision and Management	0	---	---	---	---	100%
Sub-Total: (ASSOC. DEGREES)	8	5.0	100%	---	---	100%

TABLE 45 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES ON "RELATIVE PREPARATION" BY PROGRAM EMPLOYER SURVEY OF 1990 POSTSECONDARY TRAINING GRADUATES

PROGRAM	N	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPARED (1 POINT)	TOTAL
CERTIFICATES:						
Accounting Clerk	0	---	---	---	---	---
Air Conditioning/ Refrigeration	0	---	---	---	---	---
Automotive Technology (Automobile/Truck)	0	---	---	---	---	---
Carpentry	0					
Child Care	1	5.0	100%	---	---	100%
Clerical Studies	0	---	---	---	---	---
Computer Science	0	---	---	---	---	---
Construction Drafting	0	---	---	---	---	---
Construction Electricity	1	5.0	100%	---	---	100%
Information Systems	0	---	---	---	---	---
Sub-Total: (CERTIFICATES)	2	5.0	100%	---	---	100%
TOTAL: (DEGREES / CERTIFICATES)	10	5.0	100%	---	---	100%

TABLE 45 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "RELATIVE PREPARATION" BY PROGRAM
EMPLOYER SURVEY OF 1990 POSTSECONDARY TRAINING GRADUATES

PROGRAM	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPARED (1 POINT)	TOTAL
CRIMINAL JUSTICE ACADEMY:					
30th Police Cycle	4.7	91%	9%	---	100%

A FIVE YEAR TREND

POSTSECONDARY GRADUATES
1986-1990

Over a five-year period (1986-1990), the employers appraised the "Technical Knowledge," "Work Attitude," and "Work Quality" of postsecondary graduates as above average. On a five-point scale, the performance of the graduates of Guam Community College was consistently rated by employers as 4.0 and above from 1985-1989 (FIGURE 6).

EMPLOYER ASSESSMENT OF POSTSECONDARY GRADUATES

Technical Knowledge, Work Attitude and Work Quality

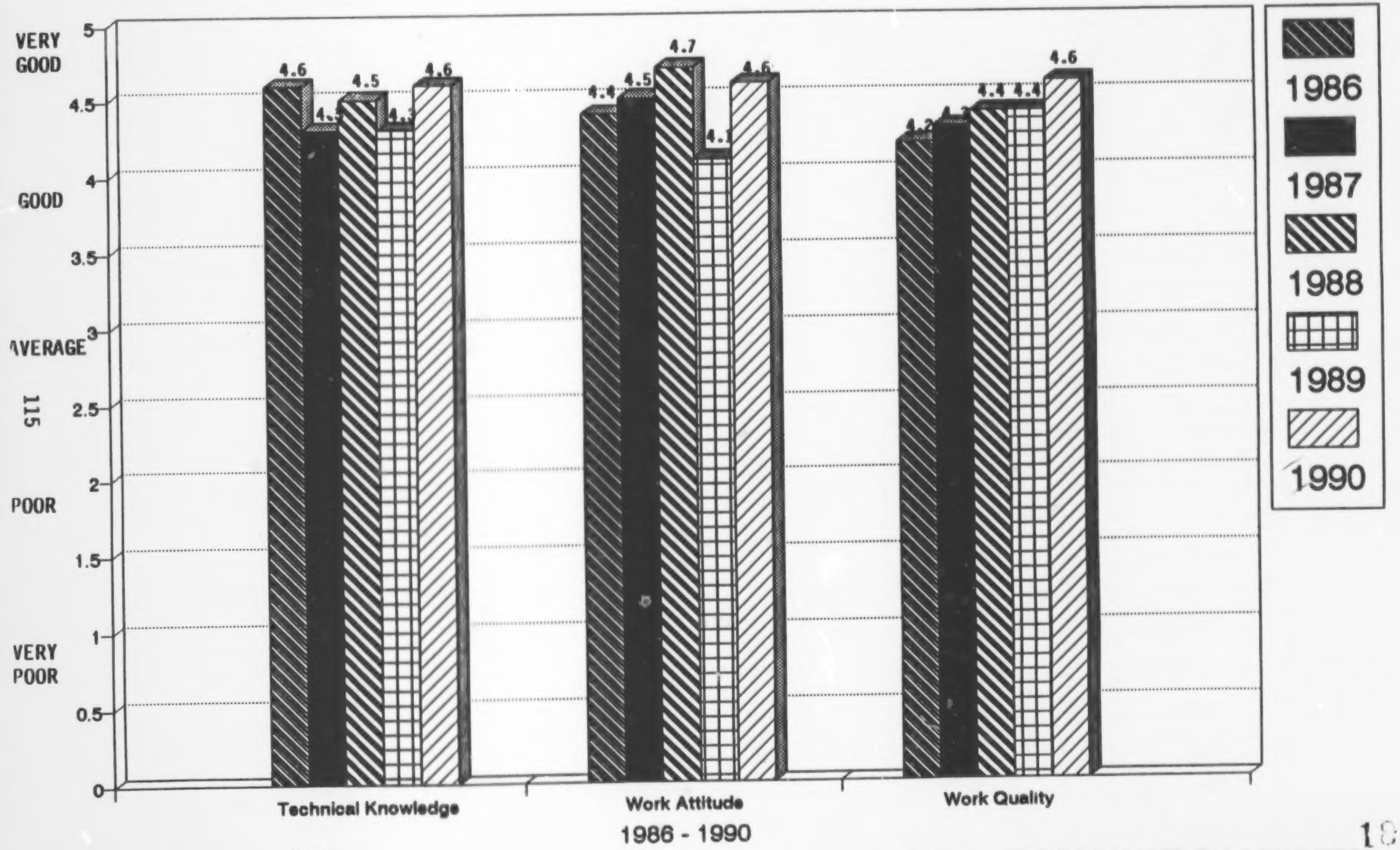

FIGURE 6. AVERAGE POINTS BASED ON A 5-POINT SCALE

COMMENTS AND RECOMMENDATIONS GIVEN BY EMPLOYERS

1990 EMPLOYER SURVEY

The Employer Survey asked the question: "What suggestions do you have for improving the technical and/or personal skills of vocational education students who will be hired by your firm?" This question was posed to the immediate supervisors of the vocational completers whose response indicated that they were employed in a field related to the vocational training they received at Guam Community College. The following responses/suggestions were given by employers:

SECONDARY

We want to hire students who know how to read blue prints and identify construction materials.

We would like to hire a trainee who has had training so they can work easily with co-workers.

The student trainee we hired has demonstrated efficiency, cooperation, a positive attitude and a desire to learn more.

We want students who have basic knowledge in operating various computer systems.

The students we hire should have lots of patience and understand how to get along with the other workers.

Give students more in-house (shop) training on skills in plumbing and job-related electrical tasks.

Train student to be willing to share ideas, work well with co-workers and be productive employees.

The vocational education student hired by our company is an individual who does not need any improvement.

APPRENTICESHIP

I would hire a person interested in the trade.

An employee should be someone who is dependable and always comes to work.

The individual needs to have tools required for the trade.

Apprentice trainees should have the ability to cooperate with co-workers and get along with supervisors.

APPRENTICESHIP (Continued)

Regular attendance on the job is very important.

There needs to be auto-cad training in more detail. This is something I have been waiting for.

There are a lot of things to learn that are not in the book such as dealing with VIPs and learning new procedures.

Technical skills should be improved overall for working in the rooms division of a hotel.

POSTSECONDARY CERTIFICATE AND ASSOCIATE DEGREE

It was suggested that vocational students be better prepared in DOS computer skills (better disk operating system comprehension).

For personal skills improvement, emphasize more interpersonal relations.

Emphasize being tactful and diplomatic.

The GCC student we hired has very good rapport with co-workers and is very willing to share ideas.

It is recommended that all students be required a specified number of hours for on-the-job training.

We need graduates who have the understanding of Electronic Technology, and good communications skills.

Students should be trained to develop the ability to: communicate orally and in writing; interpret written instructions, technical manuals, blue prints and specifications.

The individual we hired possesses great potential for becoming one of the best in the trade.

The vocational student we hired has an exceptional attitude toward the job and fellow workers.

The student should be prepared to approach the customer with professionalism.

CRIMINAL JUSTICE ACADEMY (30th Police Cycle)

Stress management and comprehensive English training are very important for people in this line of work.

There is definitely a need for computer and/or typing courses as well as interpersonal relations.

CRIMINAL JUSTICE ACADEMY (Continued)

The training should include more mock crime scenes and training on how to apply required laws.

Police officers need to develop sensitivity and know crime scene approaches.

Hold more training on report writing and investigation.

I think there should to be a lot more emphasis on self-discipline.

Public contact-related courses such as public speaking, interpersonal relations and English are very much an asset.

Public relations and technical report writing courses are a must.

Emphasis on courses with laws and ordinances.

More training in traffic accident investigation is recommended.

Enhance the current training to include weekly analysis feedback for all concerned: trainers, trainees, supervisors and academy staff.

Put more emphasis on human relations skills: interpersonal relations, communications skills and public relations.

Teach the basic knowledge of computer operations.

Offer more training on traffic accident investigation.

The proper attitude and respect are important.

The above listing of comments were given by individual supervisors/employers. There were numerous responses from this same group who also recommended interpersonal and public relations courses, courses in computer basics and courses dealing with investigation and indepth understanding of the law. Public relations, and investigation skills were named by six employers, and stress management was specifically mentioned by five employers when asked to recommend areas where personal and technical skills could be improved.

FOLLOW-UP OF 1989 GRADUATES
EMPLOYER SURVEY

SUMMARY AND RECOMMENDATIONS

Only those 1989 graduates of Guam Community College whose full-time or part-time employment was in fields related to their training were followed up through the Employer Survey.

Information compilation of employer satisfaction is an important component in the assessment of effective vocational education. The collection of data which presents the employers' viewpoints is a vital tool for program improvement.

The results of this survey have continued to indicate that employers are generally satisfied with the performance of graduates of Guam Community College vocational-technical education programs. The majority of the employers found the graduates reasonably well prepared for work. Most employers felt that Guam Community College graduates had above average skills necessary for the jobs they performed. In addition, employers rated the majority of graduates surveyed as above average in "Work Quality" and "Work Attitude."

Performance by employees who had received vocational training when compared with peers who had not, were rated as "Better Prepared" by 85 percent of Secondary graduates' employers; by 93 percent of Apprenticeship employers, by 97 percent of the Postsecondary Degree and Certificate graduates' employers, and by 95 percent of Police & Cycle graduates' employers.

As a result of this study, the following recommendations are given:

1. Continue emphasis on related academic skills in all curricula.

2. Stress development of employability skills such as development of programs which promote initiative, motivation, dependability, neatness and interpersonal skills. Additional emphasis should be placed on continuing education in Vocational and technical programs.

3. Curriculum planners and developers should review curricula on a continuing basis to ensure its relevance to the job market with concerted efforts to remain updated in new developments in high technology.

APPENDICES

APPENDIX A

Guam Community College

"Accredited by the Western Association of Schools and Colleges"

OFFICE OF THE PRESIDENT
Telephone: 734-4311

P. O. Box 23069 **Guam Main Facility** **Guam, 96921**

PURPOSE:
This Survey is a follow-up of the Guam Community College Graduates and former students. Information provided will be used to improve vocational education programs and studen services.

INSTRUCTIONS:

1. Please read and complete each question. carefully. Check or supply answers as accurately as possible.
2. Mail your complete questionnaire in the envelope provided. We would appreciate you returning the survey as soon as possible. Thank you for your cooperation.

____
(Last Name) (First) (Middle)

____________________ ____________________
(Mailing Address) (Phone Number)

____
If none, please provide phone number(s) where you can be reached or can receive messages.

PART A.

1. Are you a Graduate of Vocational High School or any other Division of Guam Commun College? ☐ YES ☐ NO
2. If you are a Graduate, which Diploma/Certificate did you receive? Check one and fi in the blank with your field of training, (that is, the specific trade, occupation preparation or vocational program):

   ☐ High School Diploma ____________________
   (Example: Auto Mechanics)

   ☐ Journeyman Certificate ____________________
   (Example: Carpenter)

   ☐ Associate Degree ____________________
   (Example: Computer Science)

   ☐ Occupational Certificate ____________________
   (Example: Electronics)

   ☐ Other Certificate ____________________
   (Example: Law Enforcement)

   ☐ Adult High School Diploma

3. Ethnic-Racial Heritage:
   ☐ American Indian/Alaskan Native ☐ Chamorro ☐ Micronesian
   ☐ Black, Not Hispanic ☐ Hispanic ☐ Filipino
   ☐ White, Not Hispanic ☐ Other ____________________
   Please Specify

4. SEX ☐ MALE ☐ FEMALE Your Social Security No.: ____________________
   Your Date of Birth: ____________________

PART B.

5A. What is your current education status (check one):
☐ Currently attending full-time ☐ Currently attendting part-time
☐ Currently not in school

5B. If you are continuing your education, which school/college and what major course of study are you currently enrolled in?

____
(Example: UOG, Marine Biology)

6. Employment Status (check one):

☐ Employed (Includes all employment, even if below your qualification)
  ☐ Full-time ☐ Part-time

☐ Full-time military service, Branch ____________________

☐ Unemployed (Not employed, but actively seeking employment)

☐ Not in the Labor Force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, or other such reasons)

NOTE: If currently unemployed; please skip questions 7 to 14 and answer only question 5.

7A. Please provide the following information about your present job:

Name of company or firm (If self-employed, please write self):

____

Employer's mailing address and telephone number(s):

____

Name of immediate Supervisor: ____________________

Type of Business: ____________________

Your job title and brief description of duties performed:

____

____

8. Is this job related to your field of vocational training?

☐ Yes, it is directly or closely related
☐ No, it is only remotely related
☐ Not related at all

9. Current gross salary (your hourly rate of pay): $______ per hour

10. The salary in the preceding item is based on how many hours per week employed?

____
(Example: 40-hrs. wk/mo.)

PART C.

11. Did your training at the Guam Community College help you get a job?

☐ YES ☐ NO

12. If your answer is "YES" are you satisfied with your present job?

☐ YES ☐ NO

13. Did your experience in Coop. Ed. on-the-job training help you find a job?

☐ YES ☐ NO Not Under Co-op ☐

14. Please rate the help your training in school/college gave you in the following areas (check only one per each item)

	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL
A. Skills related to the job	☐	☐	☐	☐
B. Use of tools/equipment	☐	☐	☐	☐
C. Use of safety devices and safety measures	☐	☐	☐	☐
D. Communication skills (reading/writing)	☐	☐	☐	☐
E. Mathematic skills	☐	☐	☐	☐
F. Planning and Organizing (work/time)	☐	☐	☐	☐
G. Getting along with co-workers	☐	☐	☐	☐
H. Thinking through problems (Using good judgement/making decisions)	☐	☐	☐	☐

15. What additional skills, courses or activities would have been valuable or useful in your present job or schooling?

____

____

____

16. Comments/recommendations regarding your school/training:

____

____

____

1977

Guam Community College

*"Accredited by the Western Association
of Schools and Colleges"*

Office of the State Agency
for Vocational and Adult Education

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ADVOCNET: AV06527 FAX: (671) 734-5238

P.O. Box 23069
Guam Community College
Guam, 96921

John T. Cruz
State Director

Joaquin S. Pangelinan
Assistant State Director

APPENDIX B

Your College is conducting a Follow-up Survey of its **1990** graduates and former students. Results of this survey will help the College to assess the effectiveness of its curriculum and to plan for new programs.

We request your cooperation in responding to the enclosed questionnaire. Information you provide will be kept strictly confidential and will be used for research purposes only. If you are currently employed in a field related to the area of vocational training you received, a follow-up letter will also be sent to your employer.

Please mail your completed questionnaire in the enclosed self-addressed, stamped envelope. If you have any questions about the survey, please call Margaret Reyes at 734-4311, ext. 408.

Thank you for assisting us in improving vocational-technical programs.

Sincerely

JOHN T. CRUZ
President

Enclosures

Guam Community College

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P.O. Box 23069 Guam Community College Guam, 96921

John T. Cruz
State Director

Joaquin S. Pangelinan
Assistant State Director

APPENDIX C

Last month we sent a follow-up survey to you as a 1990 postsecondary graduate of the Guam Community College. To date, we have not received your response. We would appreciate it if you would fill out the enclosed questionnaire and mail it back to us as soon as possible. The success of this survey greatly depends upon you cooperation.

Enclosed is a self-addressed, stamped envelope and another copy of the survey questionnaire.

Thank you.

Sincerely,

JOHN T. CRUZ
President

Enclosures

Guam Community College

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for Vocational and Adult Education

Telephone: (671) 734-4311, ext. 408/204
ADVOCNET: AV06527 FAX: (671) 734-5238

P.O. Box 23069 Guam Community College Guam, 96921

John T. Cruz
State Director

Joaquin S. Pangelinan
Assistant State Director

APPENDIX D

The Guam Community College is conducting a Follow-Up Survey of its 1990 graduates and their employers. The reasons for conducting follow-up studies are basically threefold: 1) meeting the needs of the employers; 2) a need to know what is or is not being accomplished in vocational programs, and; 3) a measure of compliance to legal requirements to know the extent to which funds used produce intended results. Both the Carl Perkins Vocational Eduction Act and the Guam Community College Act of 1977 mandate that a follow-up study be conducted.

We request your cooperation with this important survey. Your comments on our former student's performance will help us improve our vocational education offerings and make our graduates more productive. All responses will be kept strictly confidential and no students's name will be identified.

Your assistance in this project is greatly appreciated. If you have any questions regarding this survey, please call Margaret Reyes at 734-4311, extension 408.

Thank you for assisting the College in improving vocational-technical programs.

Sincerely,

JOHN T. CRUZ
President

Enclosures

APPENDIX E

Guam Community College

'Accredited by the Western Association of Schools and Colleges'

Office of the State Agency
for Vocational and Adult Education

Telephone: (671) 734-4311, ext. 408/204
ADVOCNET: AV06527 FAX: (671) 734-5238

P.O. Box 23069
Guam Community College
Guam, 96921

John T. Cruz
State Director

Joaquin S. Pangelinan
Assistant State Director

Last month we sent a Follow-Up-Survey for graduates and former students of the Guam Community College. We request your cooperation with this survey. Your comments on our former student's performance will help us improve our vocational education offerings. All responses will be kept strictly confidential and no student's name will be identified.

Please fill out the enclosed questionnaire and mail it back to us as soon as possible. Enclosed is a self-addressed, stamped envelope for your convenience.

Thank you for assisting the College in improving vocational-technical programs.

Sincerely,

JOHN T. CRUZ
President

Enclosures

APPENDIX F

Guam Community College

"Accredited by the Western Association of Schools and Colleges"

Employer Follow-Up

P. O. Box 23069 Guam Main Facility Guam, 96921

DIRECTIONS:

PLEASE COMPLETE ALL SECTIONS OF THIS FORM (FRONT & BACK). YOUR RESPONSE WILL IN NO WAY AFFECT THE EMPLOYEE. ALL RESPONSES YOU GIVE WILL BE KEPT STRICTLY CONFIDENTIAL AND WILL BE USED BY VOCATIONAL EDUCATORS TO EVALUATE THE EFFECTIVENESS OF THEIR PROGRAMS. THE QUESTIONNAIRE CONTAINS A CODE NUMBER IN THE UPPER RIGHT HAND CORNER. NO PART OF THIS CODE NUMBER CONTAINS STUDENT IDENTIFIERS.

I. PERSONNEL INFORMATION

A. NAME OF EMPLOYEE: ________________________________

B. NAME OF COMPANY OR FIRM: ________________________________

C. MAILING ADDRESS: ________________________________

CITY: ______________ STATE: ______________ ZIP: ______________

TELEPHONE NUMBER(S): ________________________________

II. EMPLOYMENT INFORMATION:

IF THE EMPLOYEE WORKS FOR YOUR COMPANY/FIRM, PLEASE HAVE THE IMMEDIATE SUPERVISOR OF THE EMPLOYEE FILL OUT THE QUESTIONNAIRE. IF THE EMPLOYEE IS NO LONGER WITH YOUR COMPANY/FIRM, PLEASE LET US KNOW BY CALLING OUR OFFICE.

SUPERVISOR FILLING OUT THIS FORM:

A. NAME: ________________________________ DATE: ______________

B. POSITION TITLE: ______________________

III. RETURN ADDRESS:

PLEASE RETURN THIS FORM IN THE ENCLOSED SELF-ADDRESSED, STAMPED ENVELOPE. BE SURE TO FILL OUT BOTH SIDES OF THIS FORM. WE WOULD LIKE TO RECEIVE THIS INFORMATION AS SOON AS POSSIBLE. IF YOU HAVE ANY QUESTIONS REGARDING THIS SURVEY, PLEASE CALL GUAM COMMUNITY COLLEGE, AT 734-4311, EXT. 48.

GUAM COMMUNITY COLLEGE FOLLOW-UP

____
(CODE NUMBER OR PROGRAM AREA/YEAR)

EMPLOYER FOLLOW-UP QUESTIONNAIRE

1. VOCATIONAL TRAINING EVALUATION:

PLEASE RATE THE VOCATIONAL TRAINING RECEIVED BY THE INDIVIDUAL IN THE FOLLOWING AREAS:

	VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR
A. TECHNICAL KNOWLEDGE	☐	☐	☐	☐	☐
B. WORK ATTITUDE	☐	☐	☐	☐	☐
C. WORK QUALITY	☐	☐	☐	☐	☐

2. OVERALL RATING:

WHAT IS YOUR OVERALL RATING OF THE VOCATIONAL TRAINING RECEIVED BY THIS INDIVIUDAL AS IT RELATES TO THE REQUIREMENTS OF HIS/HER JOB?

VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR
☐	☐	☐	☐	☐

3. RELATIVE PREPARATION:

AS A RESULT OF THIS PERSON'S VOCATIONAL TRAINING, HOW WOULD YOU RATE HIS/HER PREPARATION IN RELATION TO OTHER EMPLOYEES IN HIS/HER WORK GROUP WHO DID NOT RECEIVE THE SAME TRAINING?

☐ NO BASIS FOR COMPARISON

☐ INDIVIDUAL IS BETTER PREPARED

☐ BOTH ARE ABOUT THE SAME

☐ INDIVIDUAL IS LESS PREPARED

4. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THE TECHNICAL AND/OR PERSONAL SKILLS OF VOCATIONAL EDUCATION STUDENTS WHO WILL BE HIRED BY YOUR FIRM?

TECHNICAL SKILLS: ______________________________
(EXAMPLE: DIRECTLY RELATED TO JOB PERFORMANCE)

____

____

PERSONAL SKILLS: ______________________________
(EXAMPLE: COOPERATION WITH CO-WORKERS)

____

____

VOCATIONAL EDUCATION

Philosophy Of The College

Guam Community College believes in the principle that each and every individual should have the opportunity to develop his or her greatest potential. The College is committed to:

1) *a comprehensive offering of vocational-technical programs.*
2) *Open-Door admissions and equal educational opportunity for all students regardless of their sex, race, religion, past academic record, age, national origin, handicap, or financial resources.*
3) *quality teaching.*
4) *affirmative action for non-traditional students.*
5) *responsiveness to the educational and cultural needs of the community.*

Accreditation

Guam Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

Non Discrimination and Affirmative Action

Guam Community College affirms the right of all individuals to equal opportunity in education and employment, without regard to race, color, religion, age, national origin, or handicap. The College is committed to comply with all territorial and federal statutes, rules and regulations which prohibit discrimination in its policies and practices and which require affirmative action.

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan

Accredited by the
Western Association of
Schools and Colleges

GUAM COMMUNITY COLLEGE
P. O. Box 23069
Main Postal Facility
Guam Mariana Islands 96921
☎ (671) 734-4311
FAX: (671) 734-5238